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ABSTRACT

The Principals' Academy, associated with the Success for All Children Initiative, grew out of the work and interest of participating superintendents. The initiative was designed to help members of the Forum for the American School Superintendent enhance their advocacy for children by addressing communitywide changes needed to ensure children's success, linking schools with community-based prekindergarten education and health and human services, and encouraging developmentally appropriate early care and education. It focuses on the early years, from birth through age nine, and principals are the primary target audience. The project described here was designed to assist seven districts that comprise the Success for All Children Initiative of the Superintendents' Forum. The project created a Principals' Academy to provide a cross-district learning community for potential early-childhood leaders and to assist participant districts in developing districtwide plans for implementation of responsive teaching. Results indicate that the academy was effective in five of the districts. Two districts achieved a high level of engagement at the individual, school, and district levels, whereas three districts were moderately successful in their implementation of the program at these three levels. Six appendices provide biographies of faculty and consultants, evaluation forms, and other information. (RJM)

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Leadership for Change in the Primary Grades To Improve Student Achievement

The Danforth Foundation
March 2000

A Report on the Success for All Children Principals' Academy

A project of the Success for All Children Initiative of the Forum for the American School Superintendent

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Leadership for Change in the Primary Grades To Improve Student Achievement

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A Report on the *Success for All Children Principals' Academy*

A project of the Success for All Children Initiative of the Forum for the American School Superintendent
Bozeman Public Schools, Bozeman, Montana
Hartford Public Schools, Hartford, Connecticut
Memphis City School District, Memphis, Tennessee
St. Martin Parish School District, St. Martinville, Louisiana
School District of University City, University City, Missouri
Washoe County School District, Reno, Nevada
Webster County Board of Education, Webster Springs, W. Virginia

March 2000

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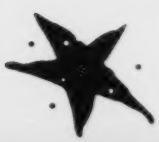

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Preface

The Danforth Foundation has long been interested in sustaining and improving American education. For decades, the Foundation encouraged leadership with its "I Dare You Award" for outstanding high school graduates. The Foundation responded to the national crisis in mathematics, science and language education in the 1960s and 1970s by awarding fellowships to minority students for graduate study in the arts and sciences. Foundation efforts were also devoted to helping develop standards and programs for the preparation of teachers and school administrators. More recently, the Foundation focused its efforts on improving school-level leadership with a series of initiatives for teachers and principals.

Building on this legacy, the Foundation launched a new leadership development effort for school superintendents, the *Forum for the American School Superintendent* in 1992. The Forum's inaugural meeting was held in St. Louis in November 1993.

Fundamental to the work of the Forum is the conviction that all children can learn. It was created "for" superintendents (not "about" them), and hence was intended to help them, not issue directives. It was designed for about 60 members, new and experienced, urban, rural, and suburban, male and female, majority and minority. Forum members have represented some 35 states; currently sixty percent are women or minorities. Requirements for Forum membership remain flexible, but one is non-negotiable—superintendents must come from districts in which at least half of the students are at high risk of failure.

With the guidance of the advisory board led by Richard Wallace (superintendent-emeritus of Pittsburgh) and Bertha Pendleton (superintendent-emeritus of San Diego), the Forum quickly evolved into a practical, action-oriented effort to help participants address the daily challenges of helping children learn.

The Forum operates with a two-pronged program emphasis. First, it convenes two intensive, plenary, four-day meetings each year during which all members wrestle with the substantive difficulties, programmatic complexities, and political challenges their public positions demand of them. Between these meetings, the second emphasis comes into play. Selected superintendents, normally eight to ten, participate in carefully structured leadership development activities organized around special initiatives. Each initiative is supported for five years. To participate, Forum members submit a letter of application. Those selected meet at least twice a year in specially designed forums. They also are eligible to receive grants to support work in their school system that have as their ultimate aim the improvement of student achievement. Five of these initiative have been mounted: early care and education, public engagement, the dilemmas of executive leadership, principals as school leaders, and race and class in American schools.

The Principals' Academy, associated with the Success for All Children Initiative described in this report grew out of the work and interest of the participating superintendents. The initiative was designed to help Forum members develop their capabilities as advocates for children by addressing community-wide changes needed to ensure children's success, linking schools with community-based pre-kindergarten education and health and human services, and encouraging developmentally appropriate early care and education. The program focuses on the early years, from birth through age nine. The first of the Forum initiatives, Success for All Children, involves seven superintendents and their local teams from Bozeman, Montana; Hartford, Connecticut; Memphis, Tennessee; St. Martin Parish, Louisiana; University City, Missouri; Washoe, Nevada; and Webster County, West Virginia.

The participating school districts have expanded their services in unaccustomed directions. These school district superintendents and their boards of education have assumed more responsibility than ever before for helping children arrive at school ready to learn.

They have also discovered they require a sustained commitment of time and intellectual, organizational, technical, financial, and political support to address this agenda successfully. Finding the resources and linking them in sustained collaborative partnership with schools are formidable challenges, but, the Success for All Children Initiative demonstrates the feasibility of these approaches. Success for All Children has taught us new ways to reach vulnerable children and their families, offering children better opportunities to reach their full potential.

In 1997, the Forum produced *Supporting Learning for All: A Report on the Success for All Children Initiative*, a review of lessons learned in the first five years of the early care and education initiative. This report and other information about the Forum is available on the Forum's website at www.muohio.edu/forumscp/.

Included in this volume is information about ways participating superintendents and their district teams helped strengthen the leadership and technical skills of school principals. We believe that this text in combination with the information published in 1997 will be helpful to others who seek to implement efforts that are designed to ensure that all children come to school ready to learn and that the schools are ready for these children when they arrive.

In closing, I want to thank each superintendent that participated in the Success for All Children Initiative. I am particularly appreciative of the hard work and commitment of the advisory board that help guide this effort. In this regard, the work of Anne Mitchell has been exemplary. She has served not only as a member of the Initiative advisory board, but as the chief architect and prime contractor for implementing the Principals' Academy described in this report. She has always provided good guidance and clear thinking that helped advance this work over the years. I deeply appreciate the wisdom and creativity of Dr. Karen McIntyre who served as Anne's partner in planning the Principals' Academy. I also want to acknowledge the invaluable assistance of Lynn Beckwith, Jr. He not only developed and implemented a highly effective Success for All Children program as superintendent of the School District of University City, Missouri, but serves with distinction as a member of several boards the Foundation has created to help champion the cause of early childhood education.

As with all Foundation publications, we welcome comments and suggestions. Our aim is to encourage thoughtful discussion and good educational practices that result in the increased educational achievement and well-being of all children.

Robert H. Koff
Senior Vice President

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Executive Summary

Background and Context

The Principals' Academy is a part of the Success for All Children Initiative, which was a five-year project from 1994 through 1999 within the Danforth Foundation's Forum on the American School Superintendent. Success for All Children was a collaborative effort among school and community leaders focused on children from birth through age nine. It was intended to make community-wide changes so that all children will reach school ready to succeed at learning and, once in school, will continue to achieve. The Success for All Children Principals' Academy was developed to support each district's effort to improve student achievement. The Principals' Academy operated from January 1997 through March 2000. Funding was provided by a grant of $446,275 from the Danforth Foundation to the School District of University City, Missouri.

Goals

The overall goal of the Principals' Academy was to improve student achievement by making teaching, classrooms and school environments – district-wide – responsive to how young children learn. Principals were the primary target audience for two reasons: shared leadership among superintendent and principals is a key factor in going to scale (district-level change) and principals exert strong influence on practices within a particular school environment (school-level change).

Design

The project was designed to assist the seven districts that comprise the Success for All Children Initiative of the Superintendents' Forum to move early childhood practice from small scale to full-scale, district-wide implementation and thus improve student achievement. The project created a Principals' Academy designed to serve two purposes. First, the Academy provided a cross-district learning community for potential early childhood leaders in these seven districts. Participants deepened their knowledge of both early childhood education principles and practices and the role of principal leadership within school change processes. Principals were expected to develop and implement plans to improve their own schools and to teach others what they learned. The Academy also expected participant districts to develop district-wide plans for implementation of responsive teaching to boost student achievement in all elementary schools.

Participants

Seven school districts participated in the Success for All Children network:

1. Bozeman Public Schools, Bozeman, Montana;
2. Hartford Public Schools, Hartford, Connecticut;
3. Memphis City School District, Memphis, Tennessee;
4. St. Martin Parish School District, St. Martinville, Louisiana;
5. University City Schools, University City, Missouri;
6. Washoe County School District, Reno, Nevada.
7. Webster County Board of Education, Webster Springs, W. Virginia; and

As recognized leaders, all of the superintendents had opportunities to disseminate the lessons from this project within their state education communities, and nationally through the Superintendents' Forum.

Results

Based on the level of implementation and other indicators of success, the efficacy of the Success for All Children Principals' Academy is judged to have been significant in five of the seven participating districts. Specifically, two districts achieved a high level of engagement at the individual, school, and district levels. Three districts were moderately successful in their implementation of the program at these three levels. A relatively low level of success has been achieved thus far by two of the participating districts, primarily due to turnover at the superintendent level and among participating principals. Four districts attributed improvements in student achievement to their participation in the Academy.

Lesson Learned

The Principals' Academy experience offers a number of lessons related to the design, implementation, and evaluation of a cross-site professional development experience for teams of elementary principals and superintendents.

Lessons about Design

- Modest intervention without attention to on-site follow-up consultation and a clear focus on capacity building will not succeed. Relatively modest training events such as the Academy must include clear expectations at the district level to ensure that individual learning is translated into action in each school. There must be considerable support from district administrators, including the commitment of time and resources, such as the Memphis Teaching and Learning Academy. Supervision of principals must include clear expectations for teacher development that leads to improved practice that, in turn, leads to improved student achievement. Participation at off-site meetings, by itself, is not enough to stimulate change.

- Elementary principals and superintendents came to the Academy demonstrating a range of prior knowledge of early childhood education. As a result, the meeting content had to work on several levels simultaneously. Given this situation, meetings were designed to offer participants choices among workshops. Also, adequate time was built in for conversation and one-to-one dialogue between like-experienced and differently-experienced participants, between faculty and participants. These approaches help to meet principals' varied needs and knowledge levels.

- Presenters must represent a range of ethnic/racial and experiential backgrounds and have on-the-ground practical knowledge. In other words, presenters and faculty must have face validity with participants. Faculty at meetings and the on-site consultants who were most successful were able to assess the needs of their audience and pose appropriate challenges while being responsive to expressed needs. Successful on-site consultants were those capable, in a sense, of both pushing and pulling toward articulated goals.

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- Networks do not form spontaneously as the result of an off-site experience. To help the functioning of district networks, establishing a meeting schedule before the school year begins that is integrated into the district's overall staff meeting schedule seems to promote greater success. District can use all of the common intra-district approaches – summer institutes, monthly meetings, conference days. Having a person specifically assigned to coordinate and support the in-district activities is essential. It is especially helpful if that person has early childhood expertise (for example, in Memphis and Webster County).

- Use of additional Academy resources can reinforce the learning gained in Academy meetings. Some on-site assistance that districts used related to early childhood education content. Others used assistance related to more generic approaches to change such as mentoring, low-risk feedback, and on-site reinforcement of strategies introduced at Academy meetings like protocols (e.g., text-based discussions, school walkthroughs designed to focus observer attention). Consultation seemed to be most useful as follow-up to the content of Academy meetings and in direct relationship to each district's goals for its own improvement. The Academy coordinator was asked (and provided) referrals to consultants beyond the Academy faculty. Districts began to need consultation in the later part of year one and some took greater advantage of this support in subsequent years. The consultant role needs to both pro-active and responsive — being a critical friend who provides momentum, gets key questions on the table, provides knowledge, and offers onsite workshops on content and strategies as well as technical assistance about systems change.

- Given that consultation was useful as follow-up to the content of Academy meetings and in direct relationship to each district's goals for its own improvement, making sure that districts are able to use it is key. Several districts made good use of consultation in both years. Those that did not do so had difficulty with the requirement to expend district funds first and claim reimbursement. To address this concern and make consultation more effective, the coordinating agency should arrange to contract with specific individuals on behalf of those districts to ensure that each district receives follow-up consultation.

- Turnover of administrative staff is a constant for school districts. As a result, initiatives must be designed with this reality in mind. One approach would be to establish some decision rules about who is "ready" to get involved in this type of activity, such as not accepting districts whose superintendents are in the last year or two of a contract. The second, more feasible approach, is to incorporate the probability of turnover into the design by requiring district commitments to continue on the initiative and carry on the on-site follow-up activities regardless of superintendent turnover.

Lessons about Implementation

- Districts that were more successful were those able to make and sustain programmatic and financial commitment to support on-site networks, provide sufficient follow-up to Academy meetings, and use consultation to advance their local goals and plans.

- In order to move from awareness and knowledge building about early childhood practices, the Academy presenters and consultants found that it was critical to model key strategies onsite. Districts reported "really understanding how to" carry out strategies when a consultant modeled them and engaged participants in practicing them with immediate feedback offered on-site.
- Making the expectations of the Academy clearly a part of the overall expectations against which principals are evaluated is the ultimate reinforcement for learning.
- While each meeting had at least one topical speaker, the Academy faculty stayed for the entire meeting to be available for conversation and one-to-one dialogue. The continuity of faculty across meetings also became important: these experts become known and knowledgeable about the districts and their principals and could provide responsive and more focused assistance. Several districts brought one or more Academy faculty to their district as consultants, which deepened the relationship.
- Requiring each district to report on their progress within schools and as a district has focused attention on this part of the Academy's goals. To ensure that the effects of the Academy reach beyond individual principals, the focus of the final meeting was on *strategies, protocols and other methods to institutionalize school and district improvement.* Respondents in a couple sites still focused on "programs" implemented rather than "processes to build school capacity." This lack of insight about building an ongoing capacity and the principal's role in this area points to the need for more follow-up opportunities on-site (e.g., for modeling, practice and low risk feedback, onsite coaching).

Lessons about Evaluation

- To be useful, the evaluation had to meet the needs of the Academy coordinator / faculty and to the participating superintendents and principals. In addition, the evaluation effort needed to meet the requirements of the funder. A stakeholder analysis indicated that the evaluation effort needed to focus on producing information that could be used to develop a shared understanding of what the impact of the Academy should be on individual participants, school sites, and the school district as a whole.
- Articulating a "theory of action" about the Academy allowed key stakeholders to understand the links between inputs and activities, activities and immediate outputs, immediate outputs and intermediate outcomes, and intermediate outcomes to the ultimate goal of this initiative: student achievement. The elucidation of a "means-ends" hierarchy for the Academy helped to identify what evaluation information might be most useful. In addition, it allowed the program planners and participants to see the importance of follow-up activities to achieving intermediate outcomes related to capacity building at the site- and district-levels. A concrete example is the decision by planners to increase the amount of meeting content focused on strategies and processes for building capacity for improvement in addition to content knowledge of early childhood education.

- Because evaluation work started while the Academy was underway, there was no opportunity to assess the entering characteristics of individuals or the settings in which they worked. As a result, all data represent self-reported change (via a written survey and review of site-developed documents). In addition resources were not sufficient to permit triangulation of these data via onsite observation, etc. In retrospect, it may have been worthwhile to work more systematically with the faculty and consultants who provided onsite consultation in order to document their observations as a source of data.
- The creation of a set of "tools" for sites to use to assess (a) the implementation of developmentally appropriate practices, and (b) elementary school leadership development and teacher development was received warmly by Academy participants but used little in practice. In order for this "tool kit" to be useful to sites, it needed to be introduced as an Academy activity with onsite follow-up by a consultant.

Part 1: The Participating Districts

The seven districts represented many low- and middle-income communities across the country. None is wealthy, and not all are poor. But all the districts shared an essential characteristic that is a requirement for membership in the Superintendents Forum: these are school districts in which at least half of the students are at high risk of failing. And, each of the Success for All Children initiative communities faced substantial challenges and unmet needs.[1] Each district engaged in the Success for All Children Initiative in different ways and planned to employ the Principals' Academy in different ways as well.

Bozeman, Montana

The history of the Bozeman area is the history of the American west. The city is an hour's drive from Three Forks – where, in 1805, Lewis and Clark discovered three rivers intermingling to form the headwaters of the Missouri. A few hundred miles to the east, in the valley of the Little Big Horn, Custer and the Seventh Cavalry rode to their deaths, and Sitting Bull and Crazy Horse rode to their glory. The railroad town of Bozeman was a terminus for the great cattle drives of the 19th Century.

Bozeman is a largely white, low- and middle-income community of about 29,000. A preliminary survey done as part of the "Success for All Children" initiative indicated that about half the respondents, mostly parents of school children, have incomes under $35,000 a year, including 25 percent with incomes below $20,000. About nine out of ten are Caucasian, with a Native American population of about 5 percent. There are tiny African-American and Asian populations. The community is facing a housing shortage as wealthier Californians reportedly are buying up land for vacation homes.

This is a community in a state where independence is highly valued, for individuals as well as municipal agencies. The Bozeman school board is really two boards: one for the unified district that oversees K-12 education in the city and one for the high school district that receives elementary and middle school children from other communities in and around Bozeman. The city enrolls about 5,000 students, about 12 percent of whom are on the free lunch program. Another three percent are on the reduced-price lunch program. In addition, approximately 9 per cent of children are served in Title I programs.

In the first two years, the Success For All Children initiative in Bozeman focused on building collaborative working relationships with all agencies dealing with young children, collecting community data by the use of focus groups and survey instruments, and developing a community services directory. The district also initiated services for families and children ranging from all day kindergarten to parent liaison workers in each elementary school. The consultants made available to the district by Danforth were 'shared' with the community and state. As Bozeman moved into year three of its Success for All Children activities, the Principals' Academy was expected to provide developmentally appropriate training to two key principals who would share this knowledge with their staffs and colleagues as well as put their learning into practice.

[1] Demographic description based largely on:

Hartford, Connecticut

Hartford is a study in economic contradictions. Long recognized as a major manufacturing center in a state with one of the highest per capita incomes in the U.S., Hartford recently ranked seventh nationally in the percentage of children living in poverty. Hartford's visibility as an eastern economic center and the 'insurance capital' of the nation obscures the problems of its population, which has become younger, poorer and primarily minority.

With a population of about 140,000, Hartford is culturally diverse with 17 distinct neighborhoods. The city's racial composition is fairly evenly divided among Caucasian, African-American and Hispanic residents, but the school enrollment of 27,000 is 92 percent minorities with Latino students comprising the largest group. All the young children enrolled in the 26 elementary schools qualify for school-wide Title I assistance; 70% are eligible for free or reduced lunch. In the past, many students have been ill-prepared to begin school. In 1996, only 25 percent of those eligible for Head Start were enrolled, and approximately 25 percent of Hartford's public school children repeat kindergarten. By 1999, the district had begun an aggressive effort to make prekindergarten available to all Hartford students by opening 44 new preschool classrooms for the 1999-00 school year. Through the state's School Readiness Initiative, the district is working with other preschool providers in the city to deliver a uniform curriculum to all preschool children so they will have proper preparation for entering kindergarten.

The Success for All Children initiative in Hartford had four major elements: establishing three early childhood demonstration sites in schools; piloting new initiatives aimed at seamless transitions among all district early childhood programs including school-run and community-based programs; sponsoring parent and professional development conferences to promote a shared understanding of good early childhood practice; and increasing the visibility of early childhood issues in the community and the state. The Principals' Academy was expected to support all of these elements. Within the district, pockets of good practice had existed, although some have been difficult to sustain due to perceived lack of support from building administrators who did not understand that drill-and-practice, didactic teaching and quiet classrooms arranged in neat rows are not likely to lead to high student achievement. By 1999, an extensive professional development program for administrators and teachers alike had been implemented targeting integration of research-based teaching and learning strategies into the overall program.

Memphis, Tennessee

One of the great distribution and transportation hubs of the South, Memphis is also the birthplace of the blues, which developed and still flourishes in nightclubs on world-famous Beale Avenue. The birth of the blues in Memphis was no accident. The city is the home of a vibrant, firmly rooted African-American community with sensibilities shaped as much by the music and values of its churches and hard work along the river as by bitter memories of segregation and discrimination.

Cambron-McCabe, Nelda and James Harvey (September 1997). *A Report on the Success for All Children Initiative. A Program for the American School Superintendent.* St. Louis, MO: The Danforth Foundation.

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Memphis has the largest school district in the state, the 19th largest in the country. The schools of Shelby County (where Memphis is located) are separate from the Memphis City Schools. And none of the health and social services on which the Memphis city schools depend are under the jurisdiction of the city schools. Like many other large, urban districts, the Memphis City Schools have a disproportionate and growing number of poor and underachieving students, many of whom, school officials say, are alienated from their communities and schools. All of these students are at risk of failure in school, and, ultimately failure in life. Memphis students are predominately African-American (82.4 percent) and nearly two-thirds (62 percent) participate in free or reduced-price meal programs. The dropout rate for grades 9-12 exceeds one-third of enrollment (34.3 percent).

The first focus of the Success for All Children initiative had been on preparing children to be ready for school. The team spent effort in the first years collaborating with community health, human service and early education agencies. The second part of the equation was to get schools ready for children, establishing developmentally appropriate settings in kindergarten through 3rd grade so when children come to school, they will be taught in environments that are appropriate and responsive to their learning needs. Being part of the Principals' Academy was expected to advance the work on this second goal. The district believes that the building principal has to be the leader of any change taking place in a school. Clearly, responsive schools are different than how schools look now and how many principals (and teachers) were educated to teach. Principals need to know how to create these new, more effective environments. They need training themselves and a supportive network of colleagues who are engaged in same sort of change in their districts. To make maximum use of the Principals' Academy, the district planned to select one principal from each of the twelve school clusters that comprise the district. Four of the principals would be those whose schools have been involved in the community-based initiative. The remaining eight would be volunteers from the other clusters. The clusters include all schools, kindergarten through high school. Ten principals were supported through the Principals' Academy project; expenses for the other two were contributed by the Memphis City Schools. Each of the selected principals was expected to become the early childhood leader in their cluster, and through the cluster to educate other principals about what must happen in the early years to reach the outcomes desired for high school graduates.

St. Martin Parish, Louisiana

St. Martin Parish is a rural, agriculture-based community that is known for its ethnic foods, dancing and joie de vivre. The children's heritage lies in a unique blend of Creole and Cajun cultures. When the French-speaking Acadians migrated from Nova Scotia to Louisiana in the mid-1700s, they settled in St. Martinville, making this land of bayous, swamps and bottomland their home.

The largest wilderness swamp in the world lies within the Parish's boundaries where crawfishermen, trappers and rice and sugar cane farmers coexist with blue-collar workers. With an unemployment rate significantly higher than the national and state averages, one-third of the Parish's children live below the poverty line; over 25 percent of parents failed to complete ninth grade.

St. Martin Parish serves three geographical communities, all plagued by rural poverty. Over 1,500 parents responded to a Community Engagement Process (CEP) questionnaire. Their responses reveal a lack of adequate services for young children. Fifty-seven percent said their children did not attend day care, because the family could not afford it, did not qualify for services, or didn't know about available programs. Forty percent indicated a need for before- and after-school care and assistance locating day-care facilities. Fifty-three percent needed help obtaining medical care.

For the first two years, the St. Martin Success for All Children initiative focused on implementing developmentally appropriate practices in classrooms and collaborating with all agencies dealing with young children including Head Start, day care providers and government agencies. The goal was to ensure continuity and consistency in early childhood philosophy and programming by bridging school-community efforts and sharing a common vision for parish children. Six schools were involved, with major attention on the preschool, kindergarten and first grades. Two of the principals from these schools had been engaged in the Success For All Children initiative. As the district takes the initiative to scale, it is vital that more principals become involved and capable of taking the leadership role necessary for success. The Principals' Academy was expected to offer training to enhance principals' knowledge base and provide the leadership skills needed to effect change. This would equip principals not only to support present efforts, but to expand through grade three. As the instructional leaders in their schools, principals are the key to achieving success for all children. Principals selected were from two of the larger primary schools in the parish, affecting over 1200 children. In support of the preschool, kindergarten and grade one teachers in both schools who had been involved in staff development activities, both principals had begun to take an active role in the initiative. Although both schools had been engaged in reform efforts, the principals realized much remained to be done on responsive teaching and learning. In the second year of the Academy, the district invited a third principal to join and paid for those expenses. The Academy was expected to supported these three principals in their learning and in their leadership in their own schools and with other primary principals.

University City, Missouri

Adjoining St. Louis, Missouri, University City is a six-square-mile suburb in transition. Historically, the community of 40,000 has been middle- to upper-middle-class and has shown great pride in its racial and ethnic diversity and tradition of excellence in schooling. University City, however, faces a challenging new diversity: a growing number of low-income families now reside in this community putting the community at a crossroads.

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The 11-member Success for All Children leadership team – composed of representatives from the county health department, city government, child-care community, parents, and the school district – has focused its work on helping children reach school ready to learn. The district dedicated a newly constructed early childhood education center in June 1996. The leadership team concluded that citizen support for the passage of the 1994 school bond issue (approved with a 67.6 percent majority) was increased by shared knowledge of the district's participation in the Danforth effort. The school board president noted at the childhood education center's dedication that "this building was not built as it might have been 20 years ago – with federal or state dollars. It was built completely with local dollars from the residents of University City. It is all local money from a school district which has the second-highest or the highest tax rate in the metropolitan area."

The School District of University City's Success for All Children plan was built on a total community approach to addressing the needs of its children. As part of the initiative, a new Early Childhood Education Center was constructed and opened, an Educare Project was started to provide a Family Resource Center and the Medicaid program has been implemented to support additional health services for children. The goals for 1996-97 (when the Principals' Academy began) were to increase the knowledge base of early childhood education teachers and to increase parent involvement. To achieve these goals, staff development for principals was viewed as critical. The principal is the climate leader and must be well-versed in better understanding the principles of early childhood education. The Principals' Academy holds the potential to enhance and sharpen the skills of principals involved with an accompanying multiplier effect on other principals. One of the two principals selected was from the district's Success for All Children team (the director of the Early Childhood Education Center) and the other was a newly appointed elementary principal.

Washoe County, Nevada

Reno and Washoe County, Nevada, conjure up images of gambling, famous resorts, recreation and breathtaking desert scenery for most people. These images, however, fail to capture that character of life in nearby Sun Valley, where the majority of the 15,000 residents live in poverty. Most residents live on minimum-wage jobs or public assistance, in fact, and Sun Valley has the highest per capita concentration of ex-felons in the nation. Most valley residents live in mobile homes, some manufactured in the 1940s. Substandard housing is common, and the incidences of child abuse, spousal abuse, and health problems are high.

As Washoe County began its Success for All Children work, the Sun Valley community and its three elementary schools were targeted. Its goal was to provide, in one site, a wide array of services such as family counseling, referrals to child-care agencies, emergency food and other services, medical and dental care, tutoring for children, probation services, job placement and housing assistance, and adult education and parenting classes. Many of those goals were met through the establishment of the Sun Valley Resource Center, initially located in a portable classroom, now housed in a new building in the community.

The Washoe County Success for All Children initiative has initially focused on the Sun Valley area of the county. The Sun Valley Family resource center was established to provide collaboratively the services families in this area need. The district's long-range goal is that all children in the Sun valley area will enter school ready to learn. This requires support for families and additional involvement of families in the education of their children. Staff development to assist school staff to become more ready for children who enter the Sun Valley schools was the priority when the Academy began. The Principals' Academy was expected to provide the district leadership for developmentally appropriate practices by offering needed staff development to key principals. The three principals from the Sun Valley were involved, along with one principal from each of the other three areas into which the district is divided geographically. Those who were selected were the principals who were willing and able to share their knowledge widely with other principals in the district so that the Academy reached beyond just those who participate directly.

Webster County, West Virginia

Located in a sparsely populated state, Webster County is considered one of the most scantily populated and remote counties in West Virginia. Rugged terrain and poor highways severely limit access. Webster County's remoteness exacerbates the familiar litany of rural problems.

Unemployment approaches 20 percent; over one quarter of the residents receive public assistance. Nearly half of the county's adults complete fewer than 12 years of school. Before 1996, the dropout rate averaged over 20 percent. With a county median family income of $15,489 (compared with state median family income of $27,900), resources to support children are severely limited. With a 550-square-mile area and five schools, Webster County confronts significant barriers to designing a comprehensive support system that will enable broad access to health care, educationally related services, and parent education. A community survey and needs assessment discovered that many services exist, but their use has been limited because families are unaware of the services or have difficulty gaining access to them. The Success team's goal has centered around the establishment of programs in or near schools across the county.

The Success for All Children initiative in Webster County Schools has focused on collaboration among agencies that serve young children and has sought to implement developmentally appropriate practices for classroom teachers and in agencies that serve young children. An introduction to how young children think and learn was conducted in the spring (1995-96) and teachers in kindergarten through second grade continued to explore this topic through a series of training sessions during the next school year. The Success for All Children second year plan focused on developmentally appropriate practices, parental involvement and establishing smooth transitions for children from program to program. The goal of expanding the initiative was to improve the effectiveness of the Webster County Schools. A recent study of high-achieving, low socio-economic, rural schools in West Virginia (*Achieving Despite Adversity*) identified several characteristics of effective schools. Two of these attributes are a clearly identified instructional leader and a principal who

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is supportive of teachers and the academic program. The Principals' Academy was expected to provide a vital link in promoting the growth of leadership skills and enhancing the knowledge base of principals in Webster County. Principals selected for the Academy were recommended for this leadership role by the Area Administrators. One of the principals was already a member of the Success for All Children team and the other was the principal of the largest elementary school in the county.

By 1999, with their new superintendent firmly in charge and a renewed commitment to county-wide academic success, the high school dropout rate had been reduced to less that 5% and dramatic improvement in elementary student achievement was evident.

Part 2. The Structure and Design of the Principals' Academy

The Principals' Academy was the direct result of superintendents' experiences in the Success For All Children initiative. Notably, two school district early childhood leaders from Washington, DC (Maurice Sykes) and Pittsburgh, PA (Karen McIntyre) ignited the superintendents about the potential of elementary school improvement during the 1996 Success For All Children annual network meeting. Their 1996 presentation led directly to the development of the Principals' Academy. The Academy was designed to maximize the efficient use of available resources from the funder and in the districts. The Academy functioned on two levels – as a national learning community among leaders across the seven districts (the Academy annual meetings) and as a source of technical support for change in each district, adding technical assistance consultation and resources focused on the unique situation in that district.

Learning happens in classrooms, in hallways and cafeterias, on playgrounds, on buses and in homes. Principals are the key to effecting change in the school environment. Principals play many roles in schools that affect teaching and learning: educational leader, teacher supervisor, mentor, supporter of pioneer teachers, staff developer, gatekeeper, welcomer of parents, advocate for children, community liaison, promoter of continuous improvement. The academy aimed to affect principals in all of their roles.

The Principals' Academy was based on several premises. The overall goal of the Principals' Academy was to improve student achievement by making teaching, classrooms and school environments – district-wide – responsive to how young children learn. Districts that have put teaching in response to how children learn – responsive teaching – into practice system-wide attribute their success to four main factors, which can be stated as guiding principles. These principles guided the design of the Principals' Academy.

1. **Sustain committed and knowledgeable leadership in the district** (i.e., both *central leadership* in the superintendent and other central staff and *local leadership*, meaning principals and teachers).
2. **Keep a clear focus on the desired outcome** (i.e., improved student achievement is the goal; changed classroom environments and teaching practices are means to that end).
3. **Lead by example** (i.e., exemplify the principles of developmental learning and assessment throughout the initiative; apply them to all involved – students, teachers, parents and administrators).
4. **Take enough time** (i.e., discernible change takes 3-5 years).

First and foremost, principals needed an early childhood knowledge base. You can't supervise to get teaching practices you don't understand, or be an early childhood leader without early childhood knowledge. Principals also needed protected time to explore and learn. They needed to be able to ask the 'dumb' questions and not be embarrassed – and to offer their wisdom and shine as the expert among their peers. Like all adults, they learn best when they have choices about the content and a variety of methods for learning. They

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needed time to try out and refine techniques in their own schools and access to a supportive environment to de-brief and assess their experiences. Adults appreciate efficiency as well – learning from experts, from other's experiences and not reinventing the wheel.

Selection of Participating Principals

Based roughly on the size of each district, 27 principals were initially selected to join the Academy (refer to Table 1). Agreeing to participate in the Academy was a commitment on each principal's part to make his/her school responsive to children, and to be an early childhood ambassador within the district – teaching others what they learned and supporting the superintendent to create district-wide improvement in student achievement.

Table 1: Initial Participation of Principals by District

Success for All Children School District	*Number of principals*
Bozeman Public Schools, Bozeman, Montana	2
Hartford Public Schools, Hartford, Connecticut	3
Memphis City School District, Memphis, Tennessee	10
St. Martin Parish School District, St. Martinville, Louisiana	2
School District of University City, University City, Missouri	2
Washoe County School District, Reno, Nevada	6
Webster County Board of Education, Webster Springs, W. Virginia	2

Each superintendent selected principals in a manner consistent with their Success for All Children and district-specific goals. For example, Hartford involved the three principals who led their early childhood demonstration schools and University City included the director of its Early Childhood Education center who had been involved in Success for All Children. Memphis selected one principal from each of the twelve school clusters that comprise the district. Clusters are geographic and include all schools, kindergarten through high school. Four of the principals were those whose schools had been involved in the Success for All Children initiative; the remaining eight were volunteers from the other clusters. Since only ten Memphis principals were supported through the Danforth grant, expenses for the other two were contributed by the district. Two other districts made financial commitments to extend the Academy to include several more principals than the grant covered. St. Martin supported one additional principal and Bozeman supported two additional principals.

To shape Academy curriculum effectively, each participating principal was asked to identify his or her own learning needs and the strengths that existed to build on in their schools – for example, an outstanding teacher, solid groups of teachers, particularly strong subject matter. One of the activities of the first Academy meeting was allowing time for each principal to share information on their background and strengths and the areas they wanted to learn more about. They were encouraged to describe the strengths in their school, to show pictures, describe what's good in their schools and why. During the second year, Academy curriculum focused on topics related to staff development,

supervision and school change, reflecting the shift toward making a school-level plan for change. As the Academy moved into year three, the curriculum emphasized district-level planning.

Meetings

As a learning community, the Principals' Academy gathered twice in the first year, once in the second, and twice in the third year. These meetings cost between $25,000 and $80,000 depending on the location. The curriculum for Academy meetings focused on topics selected by participating principals and used a variety of formats such as individual clinics with resource consultants, full-group presentations, small group discussions, team time by district, cross-district sharing, and principals as presenters. The project coordinator and a small planning team collaborated to design the curriculum, identify faculty and arrange the format of each Academy meeting. (See APPENDIX 2 for complete meeting agendas.) To keep the focus on sustained district-wide improvement, at each meeting participants were asked to prepare a brief report of district progress. They were asked to select one or two themes/topics their district had focused on its effort to achieve the Academy's goals to improve early education and to describe briefly how and what was done.

The first meeting, held in Memphis in late April, focused on establishing relationships among the principals across districts and on introduction of early childhood education principles, family-friendly practice and child development and learning theory. The principal's assignment before the first meeting was to read at least one chapter in the book Developmentally Appropriate Practice, to prepare a presentation about their own school focusing on its strengths as an early childhood learning environment and to write a reflective essay on their knowledge of early childhood education. Their assignment on leaving was to begin a conversation about child-centered teaching and learning (developmentally appropriate practice) with their faculty.

The second meeting, held in Philadelphia in mid-July, focused on deepening understanding of the practice of early childhood education, specifically curriculum models and assessment methods, and on understanding more about brain development. Brain development was presented by a neurosurgeon and an education writer well-versed in the subject, which worked quite well. Several well-documented, effective and theoretically sound models were presented, including Project Construct, the Bank Street Approach, High/Scope and Learning in the Heartland (the British Columbia model as adapted by Iowa and Nebraska). The pre-meeting assignment was to read one of several articles on assessment by Dr. Sam Meisels and to be prepared to discuss their success with having faculty conversations. Planning for the second meeting was informed by a subcommittee formed during the Memphis meeting.

The third meeting, held in Reno in February 1998, focused on deepening participants' understanding and application of early childhood education theory; teaching, learning and assessment models in elementary schools; and strategies for the principal's role in teacher development and whole school improvement. Information on assessment methods and models of whole school improvement (e.g., Project Construct) was presented and several protocols for working with faculty were introduced and explored. The principal's assignments before the meeting were to 1) select a piece of student work and

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be able to explain the teacher's objectives regarding it (to practice ways of discussing student work and teaching objectives with teachers); 2) select one problem/issue/concern that you have been grappling with as a principal and that you would like feedback on; and 3) bring copies of state and/or local standards for elementary education, including what tests and assessments are required by the district and state.

The fourth meeting, held in New York City in January 1999, focused on extending participants' understanding of literacy in early childhood, observing successful primary schools that reflect good early education practice and focusing on the principal's role in teacher development and whole school improvement. The theme was leadership for literacy. The agenda included a keynote on cutting edge research on literacy development, school visits to five exemplary NYC schools, and an afternoon on science literacy at the Museum of Natural History. Principals had several assignments prior to the meeting: 1) Read *Early Childhood Champions* and reflect in writing on your own leadership in terms of the personal qualities and strategies that characterize effective leaders discussed. 2) Read several articles on early literacy and write about the implications for practice in your school and district, in particular how your current school practices are aligned with the themes highlighted in these articles.

The final meeting in Reno in early October 1999 was an opportunity for principals and superintendents to focus on implementation – the concept of capacity building for continuous improvement toward increased student achievement. The agenda was organized for sharing experiences and insights about personal, school and district implementation of learnings from the Academy, i.e., early childhood education theory; child-responsive teaching and assessment; and supportive supervision, evaluation and teacher development practices that result in measurable improvements for children. Each district group was directed to prepare a panel presentation describing and presenting tangible evidence of how the Principals' Academy had influenced the active professional life of teachers and staff in their schools, themselves as principals and superintendents, and the actions of their district. In essence, this was a culminating event designed to function as a 'graduation by exhibition.'

Four of the seven districts presented on the assigned topics; two were absent[2] and the seventh focused their presentation on violence prevention approaches in schools beginning in prekindergarten and kindergarten. A brief graduation ceremony was held featuring a PowerPoint presentation of music and digital photographs of Academy participants and faculty.

Each meeting was evaluated by the participants to inform the planning and design of subsequent meetings. A consistent format for these evaluations was used; a sample of the evaluation form is included in Appendix 3. On a scale of 1 to 5 with 5 meaning 'excellent,' the rating for 'impact of the meeting overall' was 4.03 for the first meeting in April of 1997. The 'overall' rating ranged between 4.8 and 4.9 for all subsequent meetings.

Communication and Support for Change Within Each District

To make maximum use of the Principals' Academy as a learning exchange, communication between participants and faculty was encouraged by all avail-

[2]The Hartford team was unable to attend because the Academy conference was scheduled at the same time as statewide achievement testing. The Bozeman team was unable to attend because their new superintendent had been hired less than a month before the conference.

able means – e-mail, fax, letter, phone. To support the work of each district and respond to its unique learning needs, resource consultants were made available. The project coordinator identified consultants with expertise in a variety of content areas all of whom had experience in school change to assist districts in matching consultants to the needs of each district. The roster of technical assistance consultants included individuals who had participated with Success for All Children in the past as well as other leading experts. (See APPENDIX 1 for a complete list of faculty and consultants.)

Each superintendent made a commitment to be the district leader for young children and early childhood issues – to inspire and lead the charge, to find the necessary resources to reach the goal of systemic improvement to increase student achievement, and to supervise and evaluate personnel in terms of progress toward that goal. Several districts committed significant local resources to staff development, curriculum and materials and personnel time. Each district was expected to use the curriculum developed through the national Academy meetings to fashion its own local academy for principals, and at least four followed through on that commitment. Additional technical assistance was made available to each district to support and extend their local efforts. Each district received an allocation to pay for on-site visits by selected consultants and to support district staff attending selected early childhood education conferences. The project coordinator was also available to each district for advice and consultation on resources (e.g., written materials, video, people) and advice about process in engaging others in the district in the local academy and in the overall change process.

Those districts that maintained their commitment to creating a network among their principals did so in a manner that reflected the structure and needs of their district. Six of the districts initially established a support and learning network among principals coordinated by an assigned district staff person (three districts) or led directly by the superintendent (three districts). In two of these districts the commitment waned significantly over time. Both Memphis and Reno were large enough districts to have dedicated district staff who support professional development: Memphis had the Teaching and Learning Academy and Reno had the Curriculum and Instruction Center. Both districts assigned a leader from these centers to the Principals' Academy during the first year. Memphis sustained this commitment throughout the project, while Reno did not due to job changes and superintendent turnover. The Memphis group met twice a month to explore a topic relevant to early childhood, brought consultants to the district for staff development, and sponsored district-wide summer institutes on early childhood education. The assigned leader (Dr. Linda Kennard) visits each school, supports the principals in their efforts, and coordinates the network learning activities.

Other Support for Districts in the Academy

All the participating principals received a set of books for their professional library. Each district received copies of relevant staff development materials and accompanying videos. See Appendix 4 for a list of the materials for principals and districts. An annotated bibliography of useful tools for developing and monitoring classroom practices and school improvement in the primary grades was distributed to all participants and is included here as Appendix 5.

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Another form of support for change that the Academy offered was on-site consultation. Each district was offered a small sum of funds to use for consultation to advance their work in the district. The faculties of the Academy meetings included impressive presenters who were asked to provide consultation in several of the districts. In the first year, four districts arranged for and used consultation using Academy funds: University City, Memphis, St. Martin Parish and Webster Springs.

Experience in the first year showed that principals and districts benefited not only from consultation tailored to their needs but also from sending principals to high-quality early education conferences to extend their knowledge. The support for consultation was re-organized in subsequent years into two parts: consultants and travel to conferences. Conference travel had to be approved by the district and each principal who was involved was required to report back and educate their peers in-district. In the second year, all districts arranged for and used consultation with the exception of Hartford, which was unable to take advantage of the support because of changeover in central administration of the district. Five of the seven took advantage of the conference travel support (exceptions are Webster County and Hartford). Approximately $55,000 was expended on consultation and conference support.

Curriculum Content

The initial content focus of the Academy was on teaching and learning – understanding how young children learn, what it means to be responsive to children's learning and how to recognize and extend elements of responsive teaching. Then the focus shifted to include the role of principals with teachers – how to coach teachers, how to observe and confer (as distinct from teacher evaluation). The role of principals as leaders among other principals was another key topic. Multiple methods of assessment were also studied since the primary goal of this project was to improve student achievement. A wide variety of related topics was also included.

- Child development and how children learn
- Foundations of early childhood education
- Application of new developments in brain research to teaching
- Teaching practices and strategies that reflect children's development
- School environment considerations and flexible scheduling
- Teaching heterogeneous groups and reducing rates of grade retention
- Methods for easing transitions among programs
- Classroom arrangement and classroom management techniques
- Effective methods of educating teachers in the principles and practices of early education
- Coaching for responsive teaching
- Linking teaching and learning practices with assessment
- Multiple authentic assessment strategies
- Effective communication with parents and the community
- Methods to improve and sustain parental involvement
- Addressing the nutritional and social needs of children and their families
- The change process in schools
- The principal's role in implementing change

As Table 2 indicates, the focus of the Principals' Academy was on expanding and solidifying participants' knowledge base. By the beginning of the second year, the focus was on planning for school-level movement toward responsive teaching. Implementation of school-level plans began in year two and continued into year three. The additional focus of year three was developing a district-wide implementation plan for achieving full-scale expansion of child-responsive teaching and learning in the district. All of the activities of the Principals' Academy were structured to support principals in their roles in these efforts and to help districts to achieve school-level change and plan for district-level change.

Table 2: Major Emphases of Academy Meetings

Focus	Year 1	Year 2	Year 3
Increase principals' knowledge	X	X	X
Develop school improvement plans	X	X	
Implement school plans		X	X
Share knowledge gained		X	X
Develop and adopt district plan			X

Expectations

In each district, it was recognized that there were 'pockets of good practice,' that is, individual teachers, groups of teachers, sometimes a whole grade level in a school, even a whole school. To build out from these pockets to encompass all children in the district required the development of knowledgeable and committed leaders who could support and extend the influence of the superintendent and the Success for All Children team. It also required developing the capacity of the district to create a district-wide plan for change. The Principals' Academy was designed to create, within each of the seven districts, a cadre of principals who would become the trailblazing early childhood leaders, ambassadors bringing fresh thinking and new perspectives to their colleagues, and developers of the school models that are the beacons to guide others in their district.

Specifically, the following were expectations for district achievements by the end of the project.

- Each district would have the curriculum from the Academy and be using it in their own early childhood principals' academy to support continuous learning and improvement in their district.
- Each district would have a plan for school improvement implemented in each of the schools led by principals who completed the Academy.
- Each district would be able to show measurable improvement in its practices, evidenced by increased parent participation in aspects of primary education, such as parent-teacher conferences, parent organizations, transition to kindergarten activities; stronger connections among school- and community-based programs, such as inter-visitations among kindergarten and preschool teachers; responsive teaching in all primary grade

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classrooms in the participating schools, such as improved language arts teaching that includes spelling instruction and meaningful writing assignments.

- Each district would be able to show measurable improvement in student achievement in at least some of its schools.
- The seven districts would each have a five-year district plan for full-scale expansion of responsive teaching for increased student achievement into all its schools.

Part 3. The Results

The design of the Principal's Academy made a number of assumptions about changes that would need to occur in order for a school site to report improvement in student performance. These assumptions were:

- Superintendents and teams of elementary school principals' would individually gain knowledge and skills at Academy workshops, through attendance at conferences, and via consultants brought to the district;
- New knowledge would be integrated into site and district improvement plans;
- School-wide capacity for school learning and growth would increase; and
- District-wide capacity for learning and growth would increase.

This section provides data associated with both the participation of superintendents and principals in Academy activities and self-reported capacity building and change that occurred at three levels: the individual principal, school, and district (refer to Appendix 6 for an overview of the evaluation design). Since evaluation activities were initiated after the first two Academy meetings had occurred, findings are based on retrospective reporting by participating principals and superintendents in June 1999. In addition, changes in student performance are included for three participating districts that presented data regarding changes in performance at the final workshop in September 1999.

Participation in Academy Activities

Using management records, we can construct a picture of the degree to which superintendents and elementary principals participated in and took advantage of Academy activities (refer to Table 3).

Table 3: Attendance at Academy Meetings

Academy Meetings Attended	Memphis City	St. Martin	Bozeman	Univ. City	Webster County	Washoe County	Hartford
April 1997 Supers + others / Principals	3 / 12	1 / 2	2 / 4	1 / 2	1 / 2	1 / 6	0 / 1
July 1997 Supers + others / Principals	3 / 12	1 / 2	1 / 2	1 / 2	2 / 2	2 / 3	1 / 3
February 1998 Supers + others / Principals	1 / 11	1 / 3	1 / 4	1 / 2	1 / 2	0 / 5	3 / 3
January 1999 Supers + others / Principals	2 / 12	0 / 3	0 / 7	1 / 2	1 / 2	0 / 7	0 / 3
September 1999 Supers + others / Principals	1 / 8	1 / 3	0 / 0	1 / 2	2 / 2	0 / 3	0 / 0

We noted three participation patterns:

- Consistent participation of superintendents and principals (Memphis, University City, St. Martin, Webster County).
- Consistent participation of principals with some participation of the superintendent (Bozeman)

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- Inconsistent participation (either different people attending from session to session or participants missing sessions) of principals and the superintendent (Hartford and Washoe).

Participating principals (78 percent reporting) and superintendents (71 percent) responding to the June 1999 survey had the following characteristics:

Principals

- An average tenure as a principal of 8.7 years with a range from two to 20 years;
- Currently worked in buildings representing a full range of early grades, with slightly more than half being K-5 or K-6;
- Currently working in a building that enrolled an average of 563 students (range of 116-1,100) and employed 34 teachers (range of 6-60).

Superintendents

- An average tenure as a superintendent of 5.6 years with a range from two to nine years;
- Currently working in a district that employs between four and 100 PreK and/or elementary school principals.

Follow up to the Academy workshops was considered key to participating principals being able to focus on and practice the new knowledge and skills being introduced. According to the National Staff Development Council, "Some experts believe that 50% of the resources set aside for staff development initiatives should be directed at follow up." (p. 31) The earmarking of grant funds for use by sites, at their discretion, to attend conferences and to bring in outside experts for customized consultation was an effort make resources available to support follow-up activities.

Selected sites made moderate or extensive use of these resources, while other sites did not take advantage of them (refer to Table 4). As of June 1999, 61 percent of participating principals and 57 percent of superintendents reported attending one or more conferences with grant funds. Participating principals used funds to attend conferences sponsored by the National Association for the Education of Young Children or state-sponsored conferences on special topics (e.g., dyslexia, reading, accountability).[1]

Table 4: Use of Grant Funds for Site Specific Professional Development Activities

Use of Grant Funds	Memphis City	St. Martin	Bozeman	Univ. City	Webster County	Washoe County	Hartford
Travel to Conferences	Moderate	Moderate	Moderate	Moderate	None	Limited	None
Onsite Consultation	Extensive	Extensive	Moderate	Moderate	Moderate	Limited	None

[1] Findings from a June 1999 survey of participating principals and superintendents. The overall response rate for this survey was 82 percent, with a range of 50 percent to 100 percent by participating district.

In addition, six of the seven participating school districts reported bringing in one or more consultants with grant funds as of June 1999. Selected sites used outside experts to introduce theory and knowledge (e.g., creation of creative learning environments, brain research, developmentally appropriate practice) or to model / provide coaching on techniques previously introduced at an Academy meeting (e.g., school visit protocols).

Capacity Building and Change

The Principals' Academy focused on capacity building and change at four levels: individual learning and growth, building capacity for ongoing individual learning and growth of participating principals, building capacity for ongoing school-wide learning and growth, and building capacity for ongoing district learning and growth.

Individual learning and growth

Academy activities were designed to promote knowledge and skill development in three general areas: early childhood education and theory, developmentally appropriate practices (DAP), and elementary school leadership development and teacher development. Participating elementary principals consistently reported a substantial increase in their learning and growth in these three key areas (refer to Table 5).

Table 5: Individual Learning and Growth

Knowledge Area	Role	1 No Change	2	3	4	5 Substantial Increase
Increased knowledge of early childhood education theory	Principals	1 (3.4%)	0 (0%)	2 (6.9%)	10 (34.5%)	16 (55.2%)
	Superintendents / others	0 (0%)	0 (0%)	1 (14.3%)	3 (42.9%)	3 (42.9%)
Increased knowledge of developmentally appropriate practices	Principals	0 (0%)	1 (3.4%)	2 (6.9%)	12 (41.4%)	14 (48.3%)
	Superintendents / others	0 (0%)	0 (0%)	1 (14.3%)	3 (42.9%)	3 (42.9%)
Increased knowledge of /supervision evaluation	Principals	0 (0%)	1 (3.4%)	4 (13.8%)	8 (27.6%)	16 (55.2%)
	Superintendents / others	0 (0%)	0 (0%)	2 (28.6%)	3 (42.9%)	2 (28.6%)

Source: June 1999 Survey of Principals and Superintendents (n = 29 principals + 7 superintendents + other district resource staff)

Building capacity for ongoing individual learning and growth

The Academy and onsite consultants introduced and modeled a number of approaches for promoting individual learning and growth. In June 1999, participating principals and superintendents were most likely to rate (50% or more) the following approaches *as being a reality for me / principals now* (refer to Table 6):

- Assembling / examining school data on children, teachers, and school as a whole;
- Seeking out needed knowledge / skills regarding DAP;
- Participating in meetings with other principals to discuss key concepts, set goals, jointly problem solve, reflect;

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- Using school visit protocols;
- Actively supporting teachers via coaching, modeling, conducting study groups;
- Systematically monitoring classroom instruction on a daily basis;
- Securing appropriate furniture, supplies, and equipment to support DAP.

Participating superintendents, however, considered the use of school visit protocols to be less institutionalized. Principals and superintendents both reported less individual adoption of two approaches related to facilitating individual learning and growth: principals having a clear vision of DAP for all children that is conveyed to the school community and the systematic use of portfolios or logs to document learning / reflections.

Table 6: Individual Learning and Growth

Approach	Respondent Role	Not a priority	Priority, work has not started	Some progress	A reality now	No response
Assembling / examining school data on children, teachers, and school as a whole	Principal	0 (0%)	0 (0%)	8 (27.6%)	20 (69.0%)	1 (3.4%)
	Superintendent / other	0 (0%)	0 (0%)	2 (28.6%)	5 (71.4%)	0 (0%)
Seeking out needed knowledge / skills regarding DAP	Principal	1 (3.4%)	0 (0%)	9 (33.3%)	19 (65.5%)	0 (0%)
	Superintendent / other	0 (0%)	0 (0%)	1 (14.3%)	6 (85.7%)	0 (0%)
Participating in meetings with other principals to discuss key concepts, set goals, jointly problem solve, reflect	Principal	0 (0%)	3 (10.3%)	7 (24.1%)	18 (62.1%)	1 (3.4%)
	Superintendent / other	0 (0%)	2 (28.6%)	0 (0%)	5 (71.4%)	0 (0%)
Using school visit protocols	Principal	0 (0%)	3 (10.3%)	8 (27.6%)	17 (58.6%)	1 (3.4%)
	Superintendent / other	0 (0%)	2 (28.6%)	3 (42.9%)	2 28.6%	0 (0%)
Actively supporting teachers via coaching, modeling, conducting study groups	Principal	0 (0%)	2 (6.9%)	11 (37.9%)	15 (51.7%)	1 (3.4%)
	Superintendent / other	0 (0%)	0 (0%)	3 (42.9%)	4 (57.1%)	0 (0%)
Systematically monitoring classroom instruction on a daily basis	Principal	0 (0%)	1 (3.4%)	12 (41.4%)	15 (51.7%)	1 (3.4%)
	Superintendent / other	0 (0%)	1 (14.3%)	1 (14.3%)	5 (71.4%)	0 (0%)
Securing appropriate furniture, supplies, and equipment to s support DAP	Principal	1 (3.4%)	1 (3.4%)	12 (41.4%)	15 (51.7%)	0 (0%)
	Superintendent / other	0 (0%)	1 (14.3%)	1 (14.3%)	5 (71.4%)	0 (0%)
Have a clear vision of DAP for all children and convey view to school community	Principal	1 (3.4%)	1 (3.4%)	12 (41.4%)	13 (44.8%)	2 (6.9%)
	Superintendent / other	NA	NA	NA	NA	NA
Systematically document learning / reflections in a portfolio, reflection log	Principal	9 (31.0%)	3 (10.3%)	12 (41.4%)	5 (17.2%)	0 (0%)
	Superintendent / other	0 (0%)	1 (14.3%)	5 (71.4%)	1 (14.3%)	0 (0%)

Note: Principals indicated the degree to which approach is part of their own professional life; superintendents + others indicated the degree to which approach is part of the professional lives of principals
Source: June 1999 Survey of Principals and Superintendents (n = 29 principals + 7 superintendents + other district resource staff)

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Notable examples of individual learning and growth cited by principals:

- *I learned more about brain theory and DAP through the informative lectures and readings supplied and encouraged by the initiative.*
- *The Academy has helped me to realize the essential role a principal plays in the development of a child's personality and education.*
- *I have realized there is a need for me to provide DAP to my teachers and students. I also realize the importance of sharing this knowledge and information with the community.*
- *I have come to realize that program administrators play a critical role in establishing a supportive climate for sound DAP teaching practices.*
- *I focus now on shared decision-making.*
- *The Academy has helped me start protocol visits to schools.*

Participating superintendents also echoed these findings for themselves. For example:

- *My area of expertise was not early childhood or DAP when I first arrived as a superintendent. As a result of the Academy, my knowledge and understanding of EC has increased ten-fold. Accordingly, I have instituted a number of programs at the primary level at our district.*
- *The Academy has given me a battery of tools with which to assist principals and school leadership teams.*
- *This has been incredible valuable for me! The walk through protocols have forever changed the way I look at classrooms.*
- *The consultative relationships [accessed with grant funds] helped me appreciate specific means of leading change – walk-throughs, observing the levels of instructional discourse.*

Building capacity for school learning and growth

The Academy was based on the assumption that principals would set in motion activities to promote learning and growth among their school community. In June 1999, participating principals were most likely to rate (50% or more) the following approaches as being a *reality for the school* in which they worked (refer to Table 7):

- Staff development viewed as an essential component for achieving the purposes of the school and is valued as an integral part of the school's improvement plan (SIP);
- SIP includes topics covered by Academy;
- SIP addresses important aspects of organizational effectiveness such as shared leadership & decisionmaking, communication, team functioning
- Staff development decisions are based on data regarding valued student outcomes and DAP.

Principals were less likely to report that teachers and staff were committed to implementation of developmentally appropriate practices. Additionally, they reported less institutionalization of the following approaches to building knowledge of and commitment to practices to make teaching, classrooms, and school environments responsive to how young children learn:

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- Strategies exist to facilitate planning and learning by teachers / staff during the school day;
- School staff have established process / procedures to discuss key concepts, set goals, jointly problem solve, reflect on progress;
- Teachers and staff engage in peer coaching, mentoring, observations, peer visits, and / or action research teams;
- A proportion of the work week of teachers is devoted to joint learning and work;
- Site-based management councils focus primarily on DAP instruction and student learning.

Table 7: School Learning and Growth

Approach	Not a priority	Priority, work has not started	Some progress	A reality now	No response
Staff development viewed as an essential component for achieving the purposes of the school and is valued as an integral part of the school's improvement plan (SIP)	0 (0%)	0 (0%)	3 (10.3%)	26 (89.7%)	0 (0%)
SIP includes topics covered by the Academy: EC theory / practice, parent involvement, connections with community	0 (0%)	0 (0%)	5 (17.2%)	24 (82.8%)	0 (0%)
SIP addresses important aspects of organizational effectiveness such as shared leadership & decisionmaking, communication, team functioning	1 (3.4%)	0 (0%)	4 (13.8%)	24 (82.8%)	0 (0%)
Staff development decisions are based on data regarding valued student outcomes and DAP	0 (0%)	0 (0%)	12 (41.4%)	17 (58.6%)	0 (0%)
Strategies exist to facilitate planning and learning by teachers / staff during the school day	1 (3.4%)	1 (3.4%)	13 (44.8%)	13 (44.8%)	1 (3.4%)
Teachers and staff are committed to implementation of DAP in early elementary classrooms	0 (0%)	0 (0%)	17 (58.6%)	12 (41.4%)	0 (0%)
School staff have established process / procedures to discuss key concepts, set goals, jointly problem solve, reflect on progress	0 (0%)	2 (6.9%)	15 (51.7%)	12 (41.4%)	0 (0%)
Teachers and staff engage in peer coaching, mentoring, observations, peer visits, and / or action research teams	0 (0%)	3 (10.3%)	13 (44.8%)	11 (37.9%)	2 (6.9%)
A proportion of the work week of teachers is devoted to joint learning and work	1 (3.4%)	5 (17.2%)	13 (44.8%)	9 (31.0%)	1 (3.4%)
Site-based management councils focus primarily on DAP instruction and student learning	4 (13.8%)	1 (3.4%)	19 (65.5%)	5 (17.2%)	0 (0%)

Note: Principals indicated the degree to which approach is part of the professional life of teachers / staff in their schools.
Source: June 1999 Survey of Principals (n = 29 principals)

In June 1999, principals offered the following reflections on the capacity of school members to engage in activities that promote learning and growth:

- *Teachers in grades K-2 in my school have become "learners" again as they are involved in the early learning initiative, the construction of thematic units, and work sampling.*
- *Initially staff were reluctant to implement DAP. As time progresses however there is more support and enthusiasm..*
- *Teachers feel obligated to explore new ways to help students learn and grow, which leads to discussion. I encourage risk-taking in relation to trying new ways to help students, to work cooperatively, to share ideas.*
- *Staff support the use of protocols . . . staff are better able to use walk-through protocols knowledgeably.*
- *Brain research comes up more and more at staff meetings.*
- *We are using staff development/teacher planning time to develop and implement activities that address Academy topics.*

Building capacity for district learning and growth

The success of the Academy as a change strategy was also dependent upon approaches being introduced at the district-level. As of June 1999, participating principals and superintendents indicated that the following approaches for promoting change were a reality for the district (refer to Table 8):

- District's improvement plan includes topics covered by the Academy;
- Staff development is an essential component for achieving purposes of elementary schools and is valued as an integral part of district improvement plan;
- Superintendent has a clear vision of DAP for all children and conveys this view to all segments of the community;
- District's improvement plan addresses important aspects of organizational effectiveness;
- Budget allocations at the site level support ongoing professional development of school staff;
- District provides access to knowledge and support needed to make teaching, classrooms, and school environments responsive to how young children learn;
- Staff development decisions are based on data regarding valued student outcome and DAP.

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Table 8: District Learning and Growth

Approach	Respondent Role	Not a priority	Priority, work has not started	Some progress	A reality now	No response
District improvement plan includes topics covered by the Academy	Principal	0 (0%)	0 (0%)	6 (20.7%)	23 (79.3%)	0 (0%)
	Superintendent / other	0 (0%)	0 (0%)	2 (28.6%)	5 (71.4%)	0 (0%)
Staff development is an essential component for achieving purposes of elementary schools and is valued as an integral part of the district improvement plan	Principal	1 (3.4%)	1 (3.4%)	5 (17.2%)	22 (75.9%)	0 (0%)
	Superintendent / other	0 (0%)	0 (0%)	1 (14.3%)	6 (85.7%)	0 (0%)
Superintended has a clear vision of DAP for all children and conveys this view to the community	Principal	3 (10.3%)	0 (0%)	3 (10.3%)	22 (75.9%)	1 (3.4%)
	Superintendent / other	0 (0%)	1 (14.3%)	1 (14.3%)	4 (14.3%)	1 (14.3%)
District's improvement plan addresses important aspects of organizational effectiveness such as shared leadership and decisionmaking	Principal	0 (0%)	1 (3/4%)	6 (20.7%)	21 (72/4%)	1 (3/4%)
	Superintendent / other	0 (0%)	0 (0%)	1 (14.3%)	6 (85.7%)	0 (0%)
Budget allocations at the site level support ongoing professional development of school staff	Principal	1 (3.4%)	1 (3.4%)	6 (20.7%)	21 (72.4%)	0 (0%)
	Superintendent / other	0 (0%)	0 (0%)	2 (28.6%)	5 (71.4%)	0 (0%)
District provides access to knowledge and support needed to make teaching, classrooms, and school environments responsive to how young children learn	Principal	1 (3.4%)	2 (6.9%)	8 (27.6%)	18 (62.1%)	0 (0%)
	Superintendent / other	0 (0%)	0 (0%)	2 (28.6%)	5 (71.4%)	0 (0%)
Staff development decisions are based on data regarding valued student outcomes and DAP	Principal	0 (0%)	1 (3.4%)	11 (37.9%)	17 (58.6%)	0 (0%)
	Superintendent / other	0 (0%)	0 (0%)	4 (57.1%)	3 (42.9%)	0 (0%)
District has established process for sharing / discussing with others what was introduced at the Academy	Principal	2 (6.9%)	2 (6.9%)	11 (37.9%)	14 (48.3%)	0 (0%)
	Superintendent / other	0 (0%)	0 (0%)	2 (28.6%)	5 (71.4%)	0 (0%)
Elementary principals have established process / procedures to discuss key concepts, set goals, jointly problem solve, reflect	Principal	2 (6.9%)	4 (13.8%)	10 (34.5%)	13 (44.8%)	0 (0%)
	Superintendent / other	0 (0%)	2 (28.6%)	2 (28.6%)	3 (42.9%)	0 (0%)
A proportion of the work week of principals is devoted to joint learning and work related to making teaching, classrooms and school environments responsive to how young children learn	Principal	3 (10.3%)	4 (13/8%)	10 (35/5%)	12 (41/4%)	0 (0%)
	Superintendent / other	0 (0%)	0 (0%)	5 (71.4%)	2 (28.6%)	0 (0%)
Central admin. staff maximize visits to schools through the use of agreed upon walk through protocols / debriefing processes	Principal	9 (31.0%)	6 (20.7%)	10 (34.5%)	4 (13.8%)	0 (0%)
	Superintendent / other	0 (0%)	2 (28.6%)	3 (42.9%)	2 (28.6%)	0 (0%)

Note: Principals indicated the degree to which approach is part of their own professional life; superintendents + others indicated the degree to which approach is part of the professional lives of principals
Source: June 1999 Survey of Principals and Superintendents (n = 29 principals + 7 superintendents + other district resource staff)

Since the development of written and school improvement plans are very much a part of change processes in American public schools, we looked to the contents of existing plans as evidence of the impact of the Academy at the district and site levels. A baseline review of existing plans as of Spring 1998 (superintendents and principals submitted a mix of 1997-98 and 1998-99 plans for review) yielded the following trends:[4]

- Each of the four aspects of the Academy were present in one or more school or district plans of each participating school district (e.g., early childhood theory or practices, shared leadership or teacher development, parent involvement, connections with the community);
- School and district plans had a distinct focus in one of the four aspects of the academy;[5] The two areas showing the most focus were early childhood theory and practice or parent involvement;
- The existence of the *Success for All Children* initiative was mentioned in one or more school or district plans in five of the seven participating school districts.

In June 1999, principals and superintendents were asked to specify if actions specifically related to knowledge and information gleaned from the Academy had been incorporated into their most recent district/school improvement plan. More than 75 percent of them responded yes. Respondents most commonly reported the further incorporation of:

- Staff development and training related to knowledge introduced at the Academy;
- Approaches to promote the involvement of parents in the learning of their children;
- The use of alternative assessment with young children;
- The creation of processes to bring teams of teachers and staff together for planning and peer learning;
- Adoption of research-based developmentally appropriate practices (e.g., curriculum, teaching practices).

At the same time, participating principals and superintendents were less likely to report the institutionalization of the following approaches to promote learning and growth district-wide:

- District has established process for sharing / discussing what was introduced at the Academy with others;
- Elementary principals have established process / procedures to discuss key concepts, set goals, jointly problem solve, reflect;
- A proportion of the work week of principals is devoted to joint learning and work related to making teaching, classrooms and school environments responsive to how young children learn;
- Central administrative staff maximize visits to schools through the use of agreed upon walk through protocols / debriefing processes.

[4] The reader must remember that school districts joined the Success for All Children Initiative in 1994 and attended their first Academy meeting in April 1997.

[5] Defined as more than half of the entries focusing on a particular aspect of the Academy.

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Changes in Student Performance

Four districts reported changes in student performance data that they felt could at least in part be attributed to their participation in the Principals' Academy. Two are described below.

University City, Missouri

Flynn Park School is an elementary school in the School District of University City whose principal, Rita Gram, participated in the Academy. Flynn Park students overall had for some years scored reasonably well on the California Achievement Test (CAT). The average CAT score among grade levels in 1996 ranged from 68% to 85%; by 1999 the range in average CAT score among grade levels was 74% to 89%. A school goal has been to improve the performance of African-American students.

Through the Principals' Academy and related efforts of the district in partnership with local colleges and universities, the teachers at Flynn Park changed their teaching styles and techniques to better meet the needs of all students. They now use hand-on approaches, more cooperative learning, flexible student groupings, and more small group learning. Evaluation of programs has become common; service learning is a part of the school. These changes have paid off in improved student achievement for African-American children (refer to Table 9).

Table 9. CAT Scores of African-American Students at Flynn Park School (1997-99)

Grade Level	*1997 CAT Scores*	*1999 CAT scores*	*Change*
1st Grade	36%	75%	+39%
2nd Grade	47%	63%	+16%
3rd Grade	49%	67%	+18%
4th Grade	27%	46%	+19%
5th Grade	41%	52%	+11%

Webster County, West Virginia

Webster County was able to demonstrate improved student achievement in all four of its elementary schools. Prior to 1997, Webster County students scored below the 50th percentile on twelve of the thirteen areas covered on the state's grade 3 basic skills and subject matter tests. The average score ranged from 33% to 59%. According to the 1999 results, third grade students scored above the 50th percentile in twelve out of thirteen areas, achieving above the 60th percentile in two areas. The average ranged from 48% to 66%.

Taking off from their experiences in the Academy conferences and making use of the additional resources offered through the Academy, the district also committed its own resources in staff time and staff development to achieve these results. Special attention was devoted to literacy, principally through Reading Recovery, and to assessment using the Work Sampling method. Literacy achievement benchmarks were set based on student performance on the Developmental Reading Assessment. The focused attention resulted in significant improvements county-wide (refer to Table 10). Because implementa-

tion began in the 1997 school year, second graders in 1999 are the students who have had the most experience with the improved teaching, learning and assessment approaches. Second grade scores, among schools, ranged from 75% to 92% above the benchmark in 1999.

Table 10. Benchmark Results on the Developmental Reading Assessment for all Webster County students (1998 and 1999)

Grade Level	*Percent Above Benchmark 1998*	*Percent Above Benchmark 1999*
Kindergarten	58%	71%
1st Grade	74%	80%
2nd Grade	NA	82%

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Part 4: Lessons Learned

The Principals' Academy experience offers a number of lessons related to the design, implementation, and evaluation of a cross-site professional development experience for teams of elementary principals and superintendents.

Lessons about Design

- Modest intervention without attention to on-site follow-up consultation and a clear focus on capacity building will not succeed. Relatively modest training events such as the Academy must include clear expectations at the district level to ensure that individual learning is translated into action in each school. There must be considerable support from district administrators, including the commitment of time and resources, such as the Memphis Teaching and Learning Academy. Supervision of principals must include clear expectations for teacher development that leads to improved practice that, in turn, leads to improved student achievement. Participation at off-site meetings, by itself, is not enough to stimulate change.

- Elementary principals and superintendents came to the Academy demonstrating a range of prior knowledge of early childhood education. As a result, the meeting content had to work on several levels simultaneously. Given this situation, meetings were designed to offer participants choices among workshops. Also, adequate time was built in for conversation and one-to-one dialogue between like-experienced and differently-experienced participants, between faculty and participants. These approaches help to meet principals' varied needs and knowledge levels.

- Presenters must represent a range of ethnic/racial and experiential backgrounds and have on-the-ground practical knowledge. In other words, presenters and faculty must have face validity with participants. Faculty at meetings and the on-site consultants who were most successful were able to assess the needs of their audience and pose appropriate challenges while being responsive to expressed needs. Successful on-site consultants were those capable, in a sense, of both pushing and pulling toward articulated goals.

- Networks do not form spontaneously as the result of an off-site experience. To help the functioning of district networks, establishing a meeting schedule before the school year begins that is integrated into the district's overall staff meeting schedule seems to promote greater success. District can use all of the common intra-district approaches – summer institutes, monthly meetings, conference days. Having a person specifically assigned to coordinate and support the in-district activities is essential. It is especially helpful if that person has early childhood expertise (for example, in Memphis and Webster County).

- Use of additional Academy resources can reinforce the learning gained in Academy meetings. Some on-site assistance that districts used related to early childhood education content. Others used assistance related to more generic approaches to change such as mentoring, low-risk feedback, and on-site reinforcement of strategies introduced at Academy meetings like protocols (e.g., text-based discussions, school walkthroughs designed to focus observer attention). Consultation seemed to be most useful as follow-up to the content of Academy meetings and in direct relationship to each district's goals for its own improvement. The Academy coordinator was asked (and provided) referrals to consultants beyond the Academy faculty. Districts began to need consultation in the later part of year one and some took greater advantage of this support in subsequent years. The consultant role needs to both pro-active and responsive — being a critical friend who provides momentum, gets key questions on the table, provides knowledge, and offers onsite workshops on content and strategies as well as technical assistance about systems change.

- Given that consultation was useful as follow-up to the content of Academy meetings and in direct relationship to each district's goals for its own improvement, making sure that districts are able to use it is key. Several districts made good use of consultation in both years. Those that did not do so had difficulty with the requirement to expend district funds first and claim reimbursement. To address this concern and make consultation more effective, the coordinating agency should arrange to contract with specific individuals on behalf of those districts to ensure that each district receives follow-up consultation.

- Turnover of administrative staff is a constant for school districts. As a result, initiatives must be designed with this reality in mind. One approach would be to establish some decision rules about who is "ready" to get involved in this type of activity, such as not accepting districts whose superintendents are in the last year or two of a contract. The second, more feasible approach, is to incorporate the probability of turnover into the design by requiring district commitments to continue on the initiative and carry on the on-site follow-up activities regardless of superintendent turnover.

Lessons about Implementation

- Districts that were more successful were those able to make and sustain programmatic and financial commitment to support on-site networks, provide sufficient follow-up to Academy meetings, and use consultation to advance their local goals and plans.

- In order to move from awareness and knowledge building about early childhood practices, the Academy presenters and consultants found that it was critical to model key strategies onsite. Districts reported "really understanding how to" carry out strategies when a consultant modeled them and engaged participants in practicing them with immediate feedback offered on-site.

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- Making the expectations of the Academy clearly a part of the overall expectations against which principals are evaluated is the ultimate reinforcement for learning.
- While each meeting had at least one topical speaker, the Academy faculty stayed for the entire meeting to be available for conversation and one-to-one dialogue. The continuity of faculty across meetings also became important: these experts become known and knowledgeable about the districts and their principals and could provide responsive and more focused assistance. Several districts brought one or more Academy faculty to their district as consultants, which deepened the relationship.
- Requiring each district to report on their progress within schools and as a district has focused attention on this part of the Academy's goals. To ensure that the effects of the Academy reach beyond individual principals, the focus of the final meeting was on *strategies, protocols and other methods to institutionalize school and district improvement.* Respondents in a couple sites still focused on "programs" implemented rather than "processes to build school capacity." This lack of insight about building an ongoing capacity and the principal's role in this area points to the need for more follow-up opportunities on-site (e.g., for modeling, practice and low risk feedback, onsite coaching).

Lessons about Evaluation

- To be useful, the evaluation had to meet the needs of the Academy coordinator / faculty and to the participating superintendents and principals. In addition, the evaluation effort needed to meet the requirements of the funder. A stakeholder analysis indicated that the evaluation effort needed to focus on producing information that could be used to develop a shared understanding of what the impact of the Academy should be on individual participants, school sites, and the school district as a whole.
- Articulating a "theory of action" about the Academy allowed key stakeholders to understand the links between inputs and activities, activities and immediate outputs, immediate outputs and intermediate outcomes, and intermediate outcomes to the ultimate goal of this initiative: student achievement. The elucidation of a "means-ends" hierarchy for the Academy helped to identify what evaluation information might be most useful. In addition, it allowed the program planners and participants to see the importance of follow-up activities to achieving intermediate outcomes related to capacity building at the site- and district-levels. A concrete example is the decision by planners to increase the amount of meeting content focused on strategies and processes for building capacity for improvement in addition to content knowledge of early childhood education.

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- Because evaluation work started while the Academy was underway, there was no opportunity to assess the entering characteristics of individuals or the settings in which they worked. As a result, all data represent self-reported change (via a written survey and review of site-developed documents). In addition resources were not sufficient to permit triangulation of these data via onsite observation, etc. In retrospect, it may have been worthwhile to work more systematically with the faculty and consultants who provided onsite consultation in order to document their observations as a source of data.
- The creation of a set of "tools" for sites to use to assess (a) the implementation of developmentally appropriate practices, and (b) elementary school leadership development and teacher development was received warmly by Academy participants but used little in practice. In order for this "tool kit" to be useful to sites, it needed to be introduced as an Academy activity with onsite follow-up by a consultant.

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APPENDIXES

APPENDIX 1. Biographies of Faculty and Consultants

Harry T. Chugani, M.D.

Dr. Harry Chugani is a professor of pediatrics, neurology and radiology at Wayne State University School of Medicine in Detroit, Michigan. He is director of the Pediatric Epilepsy Surgery Program and director of the Positron Emission Tomography Center at Children's Hospital of Michigan at Wayne State University School of Medicine. Dr. Chugani's research focuses on brain development and function in young children.

Marcia Corr

As Early Childhood Consultant at the Nebraska Department of Education, Marcia Corr works with professional development efforts at local and state levels. Her background includes teaching, staff development, and teacher education includes experience in prekindergarten, elementary, and higher education programs.

Marcia conducts training on The Primary Program: Growing and Learning in the Heartland for school, center, and higher education staff/faculty to become Primary Program Facilitators within their areas across Nebraska. Marcia is a certified High/Scope Trainer in Nebraska with experience using the High/Scope approach in working directly with young children; providing training for teachers in prekindergarten, Head Start, and elementary schools; and teaching practicum and coursework for university student teachers.

Paula Howard, Ed.D.

Paula is currently on sabbatical completing requirements for her doctoral dissertation and serving as an intern for the Allegheny Policy Council. Paula is involved in consulting and training in the Success for All Children Principals' Academy, Memphis Public Schools, Webster County Schools and with Rice University in their Reforming Schools Summer Institute. She is contracted through Bank Street College of Education as a Mentor Principal and consultant in the Newark Public Schools.

Paula has served as an educator in the Pittsburgh Public Schools for the past 25 years and for the past 13 years as principal of Fulton academy of geographic and Life Sciences. Fulton Academy is a New American School engaged in restructuring. Paula was an Annenberg Principal in 1995 and 1997 and serves as a National Reform Faculty Coach for the Annenberg Principals Group in Pittsburgh. She also serves as a consulting principal for the Annenberg Science and Math Initiative and is a trainer for the Work Sampling System.

Maritza B. Macdonald, Ed.D.

Dr. Maritza B. Macdonald is a teacher educator, educational evaluator, and curriculum designer. Maritza is the Director of Professional Development Partnerships at the American Museum of Natural History. She has been director of the preservice teacher education program at Bank Street College, a senior researcher at NCREST (National Center for Restructuring Education,

Schools and Teaching) at Teachers College, Columbia University. Her role at the museum is to design teacher enrichment programs that improve the teaching of sciences and global studies.

Karen S. McIntyre, Ph.D.

Currently president and CEO of the Allegheny Policy Council in Pittsburgh, Pennsylvania.

In this capacity, Dr. McIntyre works with school districts, businesses and community leaders to focus on student achievement and academic performance. Karen is a member of several professional organizations and advisory boards related to many aspects of education including early childhood programs, curriculum and assessment strategies. She is a Commissioner for the National Association for the Education of Young Children's Center Accreditation Programs and has been the site coordinator for the New Standards programs in Pittsburgh.

Dr. McIntyre's professional experience spans preschool to higher education. She has been involved with educational reform efforts, strategic planning and the monitoring of federal and state funded programs such as Title I, Head Start, Special Education and Vocational Education Programs. As a leader in the field of early childhood education, Dr. McIntyre has focused her attention on establishing comprehensive preschool through primary integrated learning experiences.

She earned the degree of Doctor of Philosophy in Curriculum and Supervision at the University of Pittsburgh and is certified as Elementary Principal, Supervisor of Curriculum and Instruction, Elementary and Early Childhood Teacher. From 1987-1997, Dr. McIntyre directed the Office of Educational Design and Assessment of the School District of Pittsburgh.

Samuel Meisels, Ph.D.

Dr. Samuel Meisels is a member of the faculty of the University of Michigan where he is a professor in the School of Education and a research scientist at the Center for Human Growth and Development. He holds a doctorate from the Harvard Graduate School of Education and for several years was a teacher of preschool and kindergarten in the Brookline Massachusetts public schools. He also served as a faculty member in the department of Child Study at Tufts University, director of the Eliot-Pearson Children's School at Tufts and senior advisor in early childhood development for the Developmental Evaluation Clinic at Boston Children's Hospital.

Dr. Meisels has published extensively in the fields of early childhood development, assessment and special education and is co-editor of *The Handbook of Early Childhood Intervention.* He has held advisory positions with the National Academy of Sciences, the National Center for Education Statistics, Head Start and many other organizations. He is on the Board of Directors of Zero to Three: National Center for Clinical Infant Programs and served on the Resource Group and the Technical Advisory Panel for the Readiness Goal of the National Education Goals Panel. His current work focuses on the Work Sampling System, a comprehensive performance assessment for use in preschool through grade five.

Anne W. Mitchell, M.S.

Anne Mitchell is currently president of Early Childhood Policy Research, an independent consulting firm begun in 1991, which specializes in evaluation research, policy analysis and planning on child care/early education issues for government, foundations and national nonprofit organizations. Previously she was an associate dean at Bank Street College of Education in New York City, where she founded Bank Street's graduate program in Early Childhood Leadership and co-directed the first national study of public schools as providers of programs for children under six.

She is author or co-author of numerous articles, books and reports on child care and early education including *Child Care Choices, Consumer Education, and Low-income Families; Consumers and Child Care: An Annotated Bibliography; Early Childhood Programs and the Public Schools: Between Promise and Practice, and Explorations with Young Children: A Curriculum Guide from Bank Street College of Education.* Her recent publication, *Financing Child Care In The United States: An Illustrative Catalog Of Current Strategies*, is now available on-line at www.earlychildhoodfinance.org. She recently completed a report, *Prekindergarten Programs Funded by the States: Essential Elements for Policymakers*, which is also available on the internet at www.familiesandwork.org.

Anne received her B.S. degree (1972) in astronomy from Wellesley College and her M.S. degree (1988) in educational leadership from Bank Street College of Education. Anne began her early childhood career twenty-five years ago as the teacher-director of a child care center in a low-income housing development in Cambridge, MA. She is currently president of the local Board of Education and past-president of the local elementary school Parent-Teacher Organization. Anne is the mother of an 16-year-old daughter who has experienced many forms of nurturing education throughout her life.

Louisa Moats, Ed.D.

Louisa Moats is Project Director of the District of Columbia site of the NICHD Early Interventions Project, a five-year, longitudinal study of reading instruction in public school classrooms whose principal investigator is Dr. Barbara Foorman of the University of Texas-Houston. Dr. Moats has been a teacher, psychologist, consultant and researcher specializing in reading and spelling. She is the author of many journal articles and book chapters on reading, spelling, and teacher preparation. She has recently authored a paper for the American Federation of Teachers entitled *Teaching Reading is Rocket Science*, and a book, with Susan Hall, entitled Straight Talk About Reading (Contemporary Books). She earned her doctorate at the Harvard University Graduate School of Education.

Debbie Murphy, M.S.

Debbie Murphy is principal of Thomas Edison Elementary in St. Joseph School District in Missouri. More than 85% of her students live below the poverty line and most do not have telephones or personal transportation. Edison's mobility rate is over 120%, with more than children moving in and out than the original enrollment of approximately 430. And, she wouldn't trade this job for any other! She has prepared years for this opportunity. Serving as director of early childhood for the State Department of Education in Missouri put lots of ideas in her head about what schools should look and sound like for young children. She couldn't resist the urge to put it into practice! First as a principal in the North Kansas City School District, and now at Edison, she has created schools that are kid- and parent-friendly and, at the same time, academically successful.

Michael L. Schooley, Ed.D.

Michael L. Schooley has been principal at Derby Ridge Elementary School in Columbia, Missouri, since 1991. He supervised the opening of the school, which is the newest elementary school in the district. Mr. Schooley earned a bachelor's degree at Missouri Western State College in 1978. He received a master's degree in educational administration in 1984 and an educational specialist's degree in 1986 from Northwest Missouri State University. He has completed coursework for his doctorate at the University of Missouri and is working on his dissertation. Mr. Schooley began his career in St. Joseph, Missouri, where he taught fifth grade for six years and was a principal for two years. He was St. Joseph's Phi Delta Kappa Educator of the Year in 1982. He has been a principal in Columbia for the last nine years.

He currently serves on the Executive Committee of the Missouri Association of Elementary School Principals (MAESP), the state task force on teacher tenure, and the MAESP Distinguished Principals Banquet Committee. As president and vice-president of the MAESP Northeast District, he helped guide the district to a 10% membership increase. He is a member of Phi Delta Kappa, NAESP and ASCD, and he serves of the statewide assessment committee for the Missouri Accelerated Schools Project. He has presented workshops for Missouri State Teachers' Association on high expectations and effective teaching, and he has served on the Effective Instruction Cadre for the Columbia School District. He has been to Thailand twice as part of a University of Missouri exchange program.

Pat Seppanen, Ph.D.

Pat Seppanen is an Associate Director at the Center for Applied Research and Educational Improvement at the University of Minnesota. She is serving as the independent evaluator for the Success for All Children Principals' Academy. Pat has been involved with public education for 25 years as an evaluator, program administrator, and practitioner. In addition to managing evaluation studies, her experience includes graduate-level teaching of applied research and evaluation methods. She holds a doctorate in administration, planning and social policy from Harvard University.

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Rima Shore, Ph.D.

Rima Shore has been a researcher, writer, and policy analyst for 20 years, specializing in the field of education. She has taught at the Brooklyn College School of Education, and has served as a consultant to the New York City Public Schools as well as numerous academic institutions and foundations. In addition to *Rethinking the Brain* (Families and Work Institute, 1997), she is the co-author of the book *Risky Business: The Private Management of Public Schools* (Economic Policy Institute, 1996), and the principal author of several Carnegie Corporation reports, including *Starting Points* (1994), *Years of Promise* (1996), and *Family Support and Parent Education: Opportunities for Scaling Up* (1996). Her work for the U.S. Department of Education has included *Building Knowledge for a Nation of Learners* (OERI, Dept. of Education, 1996). Currently she is serving as a consultant to the White House, charged with writing a report based on the White House Conference on Early Child Development and Learning. She holds a Ph.D. from Columbia University in Slavic Languages and Literatures.

Maurice R. Sykes, M. S.

Maurice R. Sykes is an educational consultant who focuses on urban school improvement and early literacy acquisition. As the former Deputy Superintendent for the Center for Systemic Educational Change and Director of Early Childhood Programs for the District of Columbia Public Schools, he demonstrated his ability to take charge of change and brought significant lasting innovations to the DC Public Schools' educational reform agenda. While at the US Department of Education where he served as an educational Program Specialist, Maurice advised the department on educational policy and programs in urban school improvement. Maurice also directed the Tufts University Day Care Center in Somerville, MA where he held a joint appointment as Assistant Professor in the Elliot Pearson Child Study Department.

Maurice has served as a teacher, teacher trainer, and curriculum developer. He also directed the Education Policy Fellowship Program at the Institute for Educational Leadership where he trained mid-career educational leaders. Most recently, Maurice was profiled as an Early Childhood Champion in a study released by the National Association of State Boards of Education. He has written for numerous publications and traveled nationwide inspiring and challenging schools and communities to do the right thing for children. At the core of his existence, Maurice is basically a children's advocate who has dedicated his career to improving outcomes for children and their families.

APPENDIX 2. Meeting Agendas

YEAR ONE MEETINGS (Memphis and Philadelphia)

Success for All Children Principals' Academy
April 27-29, 1997

Embassy Suites Hotel
1022 South Shady Grove Road
Memphis, TN 38120
Phone: (901) 684-1777 • Fax: (901) 685-8185

The Academy Goal: The overall goal of the Principals' Academy is to improve student achievement by making teaching, classrooms and school environments – district-wide – responsive to how young children learn. Principals are the primary target audience for two reasons: shared leadership among superintendent and principals is a key factor in going to scale (district-level change) and principals exert strong influence on practices within a particular school environment (school-level change).

Objective of April 1997 Academy meeting: To increase participants' knowledge of young children's learning and understanding of early childhood education theory and practice in elementary schools

AGENDA

Sunday, April 27 in the Regency Room

1:00-2:00 p.m.	Registration outside Regency Room
2:00-2:15 p.m.	Welcome and purpose of Academy (Lynn Beckwith, Bob Koff and Anne Mitchell) Overview of agenda and introduction of Academy faculty (Anne Mitchell)
2:15-3:00 p.m.	Introductions of Academy members and guests
3:00-3:30 p.m.	Principal presentations: University City, St. Martin Parish and Hartford (Moderator: Anne Mitchell)
3:30-5:00 p.m.	Images of early childhood learning environments: what does DAP mean and what does it look like in elementary schools? (Presenter: Karen McIntyre) Discussion groups/small groups
5:00-5:30 p.m.	Principal presentations: Bozeman and Webster Springs (Moderator: Anne Mitchell)
5:30 p.m.	Adjourn Dinner on your own (see restaurant list)

Monday, April 28 in the Regency Room

Breakfast is available from 6:00 a.m. in the Atrium

8:30-9:00 a.m.	Principal presentations: Washoe County (Moderator: Anne Mitchell)
9:00-10:45 a.m.	Becoming a family friendly school (Presenter: Deb Murphy)
10:45 -11:00 a.m.	Break
11:00-12:30 p.m.	How young children learn: implications for curriculum and assessment (Panel discussion: Deb Murphy, Karen McIntyre and Anne Mitchell)
12:30-1:30 p.m.	Lunch in the Atrium
1:30-2:15 p.m.	Principal presentations: Memphis (Moderator: Anne Mitchell)
2:15-3:30 p.m.	Curriculum, assessment and outcomes: The foundation for student achievement (Presenter: Karen McIntyre)
3:30-3:45 p.m.	Break
3:45-5:00 p.m.	The NAEYC Guidelines: a walk-through discussion (Presenter: Anne Mitchell)
5:00-5:30 p.m.	Break
5:30-6:30 p.m.	Dinner in the Patio section of Frank Grisanti's Restaurant
7:00-8:30 p.m.	In-room Viewing Parties for the ABC-TV special *I Am Your Child*

Tuesday, April 29 in the Regency Room

Breakfast available from 6:00 a.m. in the Atrium

8:30-9:00 a.m.	De-brief *I Am Your Child* and discuss connections to your school, staff, parents and community (Moderator: Anne Mitchell)
9:00-10:30 a.m.	Application of lessons learned: The role of the principal (Presenter/moderator: Karen McIntyre)
10:30-11:00 a.m.	Plans and ideas for the next Academy meeting (Moderator: Anne Mitchell)
11:00-11:30 a.m.	Closing exercise and adjourn

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Success for All Children Principals' Academy
Wednesday through Friday, July 9-11, 1997

Adam's Mark Hotel
4000 City Line Avenue at Monument Road
Philadelphia, PA 19131
phone: (215) 581-5000

The Academy Goal: The overall goal of the Principals' Academy is to improve student achievement by making teaching, classrooms and school environments – district-wide – responsive to how young children learn. Principals are the primary target audience for two reasons: shared leadership among superintendent and principals is a key factor in going to scale (district-level change) and principals exert strong influence on practices within a particular school environment (school-level change).

Objective of July 1997 Academy meeting: To extend participants' knowledge of young children's learning based on recent advances in neuroscience, early childhood education theory and model applications in elementary schools, appropriate assessment practices, and the principal's role in teacher development.

AGENDA

Wednesday, July 9

2:00-3:00 p.m. Registration and refreshments
Gettysburg I & II

3:00-5:00 p.m. **Speakers:**
Gettysburg I & II Dr. Harry Chugani, Children's Hospital of Michigan
Dr. Rima Shore, author of *Rethinking the Brain*

Recent Developments In Neuroscience And Their Implications For Elementary Education. Dr. Chugani will discuss advances in neuroscience that confirm and extend our understanding of learning, language and socio-emotional development in young children.

Neurons? Synapses? Let's Get Real! Dr. Shore will suggest connections between the recent brain research described by Dr. Chugani and the day-to-day, real-life concerns of school leaders. Which findings are truly new and which simply confirm common knowledge? Which policies and practices might be reconsidered in light of new insights into early development? How can the research inform efforts to get schools ready for children and children ready for schools? The presentation will also touch on questions that recent studies do not answer.

6:00-8:00 p.m.	Dinner **Speaker:** Dr. Sam Meisels, U. of Michigan School of Education

Assessment, Accountability and You. An examination of several meanings of accountability in an attempt to focus our attention where it really belongs: on instructional accountability.

Thursday, July 10

8:30-9:30 a.m.	In a location of your choice, dialog in assigned pairs about your experience introducing developmentally appropriate teaching and learning to your school faculty/staff (this was your assignment from the last Academy).
10:00-11:15 a.m. Gettysburg II, III & IV	Refreshments available at 9:45 a.m. **Panel:** Marcia Corr (Nebraska Dept. of Education), Paula Howard (Pittsburgh Public Schools) and Dr. Sharon Ford Schattgen (Project Construct National Center) **Moderator**: Anne Mitchell **Introducing Developmentally Appropriate Practice to Your Staff.** Experienced principals and staff developers will share their insights and effective methods for educating teachers about early learning and development.
11:15 a.m.	Explanation of simultaneous session choices & lunch arrangements (Anne Mitchell)

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WORKSHOP CHOICES	Developmental Theory and Application 1 *Gettysburg II*	Developmental Theory and Application 2 *Gettysburg III*	Student Assessment *Gettysburg IV*	More on Neuroscience and Education *Jefferson*
11:30 a.m. -1:00 p.m.	The Primary Program/Learning in the Heartland Marcia Corr	Project Construct Sharon Schattgen & Using the Bank Street Approach Paula Howard	The Work Sampling Approach and Student Assessment Karen McIntyre	We've heard about the new brain research – now what? More on neuroscience and education Rima Shore
1:00 -2:15 p.m. LUNCH in the Grand Ballroom B				
2:30-4:00 p.m.	High/Scope for the Primary Grades Marcia Corr	Project Construct Sharon Schattgen Using the Bank Street Approach Paula Howard	The Work Sampling Approach and Student Assessment Karen McIntyre	We've heard about the new brain research – now what? More on neuroscience and education Rima Shor
4:00-4:30 p.m. BREAK (with refreshments available outside Gettysburg III)				
4:30-6:00 p.m.	The Primary Program/Learning in the Heartland Marcia Corr	Project Construct Sharon Schattgen & Using the Bank Street Approach Paula Howard	Join the Superintendents Forum for Dr. Lorraine Monroe on *The Principalship: The Heart of the Matter*	

Evening: DINNER On your own

Friday, July 11

Breakfast available from 7:30 a.m. in Adams A & B

8:30-10:30 a.m. **Moving Toward Your Vision: Connecting Teacher Behavior and Practice**
Leader: Karen McIntyre
Video observation followed by facilitated role playing in small groups

10:30-10:45 a.m. Break with refreshments

10:45-12:15 p.m. **District team meetings**

12:30-1:30 p.m. **Lunch and table discussions**:
Reflections, evaluation and plans for next Academy meeting

1:30 p.m. **Adjourn**

YEAR TWO MEETINGS (Reno and New York City)

Success for All Children Principals' Academy
Thursday through Saturday, February 12-14, 1998

University of Nevada, School of Education
Regional Conference Center
Reno, Nevada

The Academy Goal: The overall goal of the Principals' Academy is to improve student achievement by making teaching, classrooms and school environments – district-wide – responsive to how young children learn. Principals are the primary target audience for two reasons: shared leadership among superintendent and principals is a key factor in going to scale (district-level change) and principals exert strong influence on practices within a particular school environment (school-level change).

Objective of February 1998 Academy meeting: To deepen participants' understanding and application of early childhood education theory and teaching/learning/assessment models in elementary schools, and the principal's role in teacher development and whole school improvement.

AGENDA

Thursday, February 12

8:00-9:00 a.m.	Registration and continental breakfast at the School of Education Conference Center – Room 1003
9:00-9:15 a.m.	Welcome, introduction of faculty, overview of the Academy (Room 1003)
9:15-10:15 a.m.	Updates from district teams (5-7 minutes per team)
10:15-12:15 p.m.	Choice of three Workshops (Rooms 1001, 1002, 1003)

1. Mike Schooley on **Becoming a Project Construct School**: you will learn about the exploration and the journey through change with a focus on what worked (and what didn't)

2. Paula Howard on **Using Protocols to Work with Your Faculty**: you will learn about and practice using two protocols: one for Discussions of Student Work and one for Productive Conversations About Educational Issues

3. Karen McIntyre will facilitate a **Dialog on Assessment and Testing**: discuss how to link state standards to local and state testing requirements and still be developmentally appropriate.

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12:30-1:30 p.m. Buffet Lunch in Room 1003

1:45-3:45 p.m. Choice of three Workshops (Rooms 1001, 1002, 1003)

1. Mike Schooley on **The Principal's Role in Professional Development**: working with teachers regarding change toward a balanced literacy instruction

2. Paula Howard on **Using Protocols to Work with Your Faculty**: you will learn about and practice using two protocols: one for Discussions of Student Work and one for Productive Conversations About Educational Issue

3. Karen McIntyre on **More about Work Sampling**: using Work Sampling to observe and confer with teachers about student progress.

3:45-4:00 p.m. Break with refreshments (in the back of Room 1003)

4:00-5:00 p.m. Dr. Karen McIntyre and Paula Howard on
Using the "School Walk-Through" Protocol
(Room 1003)
We will organize groups for school visits
(each principal will choose one school)

5:00-5:30 p.m. Reflection time (small group and whole group)

Evening. Dinner on your own

Friday, February 13

Anytime before 8:00 a.m., you can have breakfast at the University Inn restaurant

8:15 a.m. Meet in the University Inn lobby to carpool to schools

8:30 a.m.-noon School visits in Washoe County

12:30-1:30 p.m. Hot Buffet Lunch at School of Education Conference Center (Room 1003)

1:30-2:30 p.m. Reflections on school visits

2:30-4:30 p.m. Superintendents meeting (location to be determined)
Choice of three Workshops for principals
(Rooms 1001, 1002, 1003)

1. Mike Schooley will facilitate a discussion of **"Hot Topics"**: what's on your mind, happening in your school, something you want more ideas about, some things that are working that you're eager to share. This is an open-format discussion guided by the group.

2. Paula Howard on **Using Protocols to Work with Your Faculty**: you will learn about and practice using two protocols: one for Discussions of Student Work and one for Productive Conversations About Educational Issues

3. Karen McIntyre will facilitate a **Dialog on Assessment and Testing**: discuss how to link state standards to local and state testing requirements and still be developmentally appropriate.

3:15 – 3:30 p.m.	Break (refreshments available in back of Room 1003)
4:30 – 5:30 p.m.	Reflection time (small group and whole group)
Evening	Dinner on your own

Saturday, February 14

From 7:45 a.m. on	Hot breakfast available at the Conference Center in Room 1003
8:30-9:30 a.m.	**Introducing our Evaluator and the Principals' Academy Evaluation Design** (presentation by Dr. Pat Seppanen from the U. of Minnesota's Center for Applied Research and Educational Improvement
9:30-10:30 a.m.	Culminating presentation by the faculty (topic and format to be announced)
10:30-10:45 a.m.	Stretch break
10:45-11:45 p.m.	District team meetings (next steps, plans)
11:45-12:30 p.m.	Reports from teams
12:30-1:30 p.m.	Lunch and table discussions: Reflections, evaluation and plans for next Academy meeting
1:30 p.m.	Adjourn

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Success for All Children Principals' Academy
Wednesday through Saturday, January 20-23, 1999

Radisson Empire Hotel
44 West 63rd Street at Lincoln Center
New York, New York
Phone: 212-265-7400 Fax: 212-315-0349

The Academy Goal: The overall goal of the Principals' Academy is to improve student achievement by making teaching, classrooms and school environments – district-wide – responsive to how young children learn. Principals are the primary target audience for two reasons: shared leadership among superintendent and principals is a key factor in going to scale (district-level change) and principals exert strong influence on practices within a particular school environment (school-level change).

Objective of January 1999 Academy meeting: To extend participants' understanding of literacy in early childhood, observe successful primary schools that reflect good early education practice and focus on the principal's role in teacher development and whole school improvement.

Faculty: Paula Howard, Louisa Moats, Pat Seppanen, Mike Schooley, Maurice Sykes, and Maritza Macdonald and education staff from the American Museum of Natural History

AGENDA

Wednesday, January 20

4:00-5:00 p.m.	**Registration** in the Gallery (on the Mezzanine Level)
5:00-5:15 p.m.	**Welcome, introduction of faculty, overview of the Academy agenda** – Anne Mitchell (Degas Room)
5:15-5:45 p.m.	**Brief team reports** (maximum of 2 minutes per district) based on the prepared report
5:45-6:00 p.m.	**Preparing for school visits** (refresher on Using the "School Walk-Through" Protocol) – Paula Howard
6:00-7:00 p.m.	Dinner in Salon A
7:00-8:00 p.m.	**Leadership for Improved Literacy Outcomes** Dr. Louisa Moats, NICHD/Early Intervention Project

Thursday, January 21

7:00-7:45 a.m.	Breakfast in Salon A
7:45 a.m.	Meet in the lobby to board buses for school visits (School visits are set up with 4 schools, one private school and 3 exemplary NYC public schools: you will be able to visit 2 schools, 1 school for each morning)
8:15-12:00 noon	**School visit #1**
12:30-1:30 p.m.	Lunch in the Mexican and Central American Hall at the American Museum of Natural History (use the entrance on 77th Street between Columbus Avenue and Central Park West – gather by the Haida Canoe)
1:45-2:45 p.m.	**Science Literacy and Standards: The Role of Informal Education and Science Institutions** Dr. Maritza Macdonald, Coordinator of Professional Development
2:45-3:30 p.m.	**Museum Resources Across the Curriculum** Choose one of three Guided Tours led by Museum Education staff • Hall of Biodiversity • Endangered Species • Dinosaurs
3:30-4:15 p.m.	IMAX film "Amazon"
4:30-5:30 p.m.	Free exploration of the Museum Return to hotel (by cab or subway – your choice)
Evening	Dinner on your own

Friday, January 22

7:00-7:45 a.m.	Breakfast in Salon A
7:45 a.m.	Meet in the lobby to board buses for school visits
8:15-12:00 noon	**School visit #2**
12:30-1:30 p.m.	Lunch at the Empire Hotel (Degas Room)
1:45-3:15 p.m.	**Reflections on school visits** – led by Maurice Sykes and Paula Howard with assistance from Mike Schooley and Anne Mitchell (Salon A)

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3:15-3:30 p.m.	Break (soft drinks available in the Gallery)
3:30-5:00 p.m.	Choose one workshop: • **Learning to Reading** (Salon A) • **Experience the Consultancy Protocol** (Salon B)
Evening	Dinner on your own

Saturday, January 23

8:30 a.m.	Breakfast available in the Gallery
9:00-10:30 a.m.	Choose one workshop: • **Learning to Reading** (Salon A) • **Experience the Consultancy Protocol** (Salon B)
10:30-10:45 a.m.	Stretch break
10:45-12:15 p.m.	Update on evaluation of the Academy from Dr. Pat Seppanen (Salon A)
12:30-1:30 p.m.	Lunch in the hotel restaurant (West 63rd Street Steakhouse)
1:30-2:30 p.m.	Discussion: Plans for our final year (Salon A)
2:30 p.m.	Adjourn

Concurrent Session Options

1. **Learning to Reading** (Maurice Sykes and Mike Schooley, co-presenters) Discuss the elements of a balanced reading program, the role of the principal as leader, and methods to get staff moving toward change.

2. **Experience the Consultancy Protocol** (Paula Howard, presenter) Develop your own leadership skills using the consultancy protocol which places you as the receiver of consultant help from your peers. To participate, you must bring a leadership issue or dilemma. In writing, using not more than 1½ pages typed, describe the problem and state your essential question. Bring 10 copies. Limited to 10 principals per session.

Assignments

For each principal:

1) Read *Early Childhood Champions.* Focus particularly on Chapter 8 (Final Observations and Conclusions) and reflect on your own leadership in terms of the personal qualities and strategies that characterize effective leaders discussed in the chapter. Imagine a Leadership Continuum that runs from 1 through 10, with 10 being the highest rating of effectiveness. Rate yourself on the Leadership Continuum.

2) Read the three articles (*Joint Position Statement of the NAEYC and IRA on Learning to Read and Write,* Bill Honig's article *Reading the Right Way,* and the Learning Alliance's *Every Child Reading*) and think about the implications for practice in your school and district. Describe in writing, using no more than 3 paragraphs, how your current school practices are aligned with the themes highlighted in these three articles.

3) Bring your written assignments with you and be prepared to discuss both literacy and leadership at the meeting.

For each district team: To prepare for district team reports on Wednesday evening, please do the following: Look over the list of themes and topics covered in the Academy. Using the format provided, prepare a brief written report answering this question: Which one or two themes/topics has your district focused on its effort to achieve the Academy's goals to improve early education? Describe briefly how and what you did.

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YEAR THREE MEETING (Reno)

Success for All Children Principals' Academy
Thursday through Saturday, September 30 – October 2, 1999

University of Nevada, School of Education
Regional Conference Center
Reno, Nevada

The Academy Goal: The overall goal of the Principals' Academy is to improve student achievement by making teaching, classrooms and school environments – district-wide – responsive to how young children learn. Principals are the primary target audience for two reasons: shared leadership among superintendent and principals is a key factor in going to scale (district-level change) and principals exert strong influence on practices within a particular school environment (school-level change).

Objective of September 1999 Academy meeting: Participating principals and superintendents will share experiences and insights about personal, school and district implementation of learnings from the Academy, i.e., early childhood education theory; child-responsive teaching and assessment; and supportive supervision, evaluation and teacher development practices that result in measurable improvements for children.

Faculty: Karen McIntyre, Anne Mitchell, Pat Seppanen and Maurice Sykes

AGENDA

Thursday, September 30, 1999

8:00-9:30 a.m.	Registration and continental breakfast at the School of Education Conference Center – all sessions will be held in Room 1003 unless otherwise noted
9:30-10:30 a.m.	Welcome, introductions, overview of the Academy agenda
10:30-12:00 noon	***Panel #1: Building Capacity for District Learning and Growth – the Webster County Experience*** Moderator: Karen McIntyre
12:30-1:30 p.m.	Buffet Lunch
1:45-3:15 p.m.	***Panel #2: Building Capacity for District Learning and Growth – the Memphis Experience*** Moderator: Maurice Sykes
3:15-3:30 p.m.	Break with refreshments (in the back of Room 1003)
3:45-4:30 p.m.	***Reflection time*** (3 small groups in Rooms 1001, 1002, and 1003)
Evening	Dinner on your own

Friday, October 1, 1999

From 8:00 a.m. on — Breakfast available at the Conference Center in Room 1003

9:00-10:30 a.m. — ***Panel #3: Building Capacity for School Learning and Growth – the St. Martin Parish Experience***
Moderator: Karen McIntyre

10:30-10:45 a.m. — Break

10:45-12:15 p.m. — **CONCURRENT WORKSHOPS**

1. Maurice Sykes on ***Literacy***. Room 1003

2. Anne Mitchell on ***Policy Issues in Early Education – the Principal's Role as Advocate.*** This session will explore public policy regarding issues such as teacher certification, child care regulation, prekindergarten program standards, class size reduction and other issues raised by participants. Room 1002

12:30-1:30 p.m. — Buffet Lunch in Room 1003

1:30-3:00 p.m. — ***Panel #4: Building Capacity for School Learning and Growth – the Reno Experience***
Moderator: Maurice Sykes

3:00-3:15 p.m. — Break with refreshments (in the back of Room 1003)

3:30-4:30 p.m. — ***Panel #5: Building Capacity for Individual Learning and Growth – the University City Experience***
Moderator: Anne Mitchell

Evening — Dinner on your own

Saturday, October 2, 1999

From 8:00 a.m. on — Breakfast available at the Conference Center in Room 1003

9:00-10:00 a.m. — **CONCURRENT WORKSHOPS**

1. Karen McIntyre on ***Literacy: Lessons from the Children***. The session will use examples of standards for early literacy and the performance of students to determine child outcomes. Room 1003

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2. Anne Mitchell on ***Building and Maintaining School-Community Organization Relationships***. This session will discuss ways to develop and strengthen relationship between school and community-based early childhood organizations such as Head Start and child care programs. Room 1002

10:00-10:05 a.m.	Stretch break
10:05-10:50 a.m.	***Evaluation Highlights*** Presenter: Pat Seppanen
10:50-12:00 p.m.	***The Superintendent's Role in Building Individual, School and District Capacity for Ongoing Learning and Growth*** – Karen McIntyre Response Panel: The Success for All Children superintendents
12:00-12:30 p.m.	***Final reflections and graduation ceremony*** All faculty
12:30-1:30 p.m.	Lunch
1:30 p.m.	Adjourn

APPENDIX 3. Meeting Evaluation Form

Success for All Children Principals' Academy
New York City, January 20-23, 1999

EVALUATION FORM

Planning Did you feel the planning for the fourth Academy meeting was adequate?

_____
_____
_____

Logistics Were travel arrangements, lodging and food satisfactory? How about the meeting rooms?

_____
_____
_____

Meeting Objective The objective of this meeting was to extend participants' understanding of literacy in early childhood, observe successful primary schools that reflect good early education practice and focus on the principal's role in teacher development and whole school improvement. To what extent was this objective met for you?

_____
_____
_____
_____
_____

Presentations Were the presentations and school visits helpful? What did you find most helpful?

_____
_____

Participation Did you have enough opportunities to participate, to present your views and interact with others?

_____
_____
_____

Immediate Impact A significant change I want to make for myself as a result of this meeting is

_____
_____
_____

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Overall judgment of this meeting Please circle the response that best expresses your opinion.

	excellent	*good*	*average*	*fair*	*poor*
Planning	5	4	3	2	1
Logistics	5	4	3	2	1
Meeting objective	5	4	3	2	1
Value of presentations	5	4	3	2	1
Opportunity to participate	5	4	3	2	1
Impact of this meeting	5	4	3	2	1
Overall meeting rating	5	4	3	2	1

Outcomes Overall, how has the Principals' Academy affected you? What do you do differently now as a result?

APPENDIX 4. Resources For Principals and Districts

Each principal received a set of books (listed below) for their own professional library.

Bredekamp, Sue and Carol Copple (Eds.). (1997). *Developmentally Appropriate Practice in Early Childhood Programs (revised edition).* Washington, DC: NAEYC.

Bredekamp, Sue and Teresa Rosegrant (Eds.). (1992). *Reaching Potentials: Appropriate Curriculum and Assessment for Young Children, Vol. 1.* Washington, DC: NAEYC.

Bredekamp, Sue and Teresa Rosegrant (Eds.). (1995). *Reaching Potentials: Transforming Early Childhood Curriculum and Assessment, Vol. 2.* Washington, DC: NAEYC.

Carnegie Task Force on Learning in the Primary Grades (1996). *Years of Promise: A Comprehensive Learning Strategy for America's Children.* New York: Carnegie Corporation

Dodge, Diane Trister, Judy Jablon and Toni Bickart (1994). *Constructing Curriculum for the Primary Grades.* Washington, DC: Teaching Strategies, Inc.

Hohman, Charles (1996). *Foundations In Elementary Education: An Overview.* Ypsilanti, MI: High/Scope Press.

Mitchell, Anne and Judy David (Eds.). (1992). *Explorations with Young Children: A Curriculum Guide from Bank Street College of Education.* Beltsville, MD: Gryphon House Press.

Murphy, Deborah and Stacie Goffin (Eds.). (1995). *Understanding the Possibilities: A Curriculum Guide for Project Construct.* Missouri Department of Elementary and Secondary Education.

National Association of Elementary School Principals (1990). *Early Childhood Education and The Elementary School Principal.* Alexandria, VA: NAESP.

National Assoc. of State Boards of Education (1997). *Early Childhood Champions: Exceptional Administrators of School-Based Programs for Young Children.* Alexandria, VA: NASBE.

Shore, Rima (1997). *Rethinking the Brain.* New York: Families and Work Institute.

Wood, Chip (1994). *Yardsticks: Children in the Classroom Ages 4-12.* Greenfield, MA: Northeast Foundation for Children.

Each district received copies of the videotapes that accompany the Bank Street and High/Scope books and a copy of the following staff development standards:

National Staff Development Council in cooperation with National Association of Elementary School Principals (1995). *Standards for Staff Development - Elementary School Edition.* Alexandria, VA: NAESP.

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Evaluation Resources
Success for All Children
Principals' Academy
1999

Prepared by:

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Section 1: Introduction

Success for All Children Principals' Academy

Background

The Principals' Academy is part of a larger effort called the Superintendent's Forum. The Forum is a five-year project, funded by the Danforth Foundation, that brings about 75 superintendents of public school districts across the country together regularly with the goal of improving education outcomes. The members are chosen from high-poverty districts and with a special focus on women and minorities. The Forum has several initiatives. One Forum initiative involves seven school districts in an early childhood effort called Success for *All Children* – that is, *schools ready for children, children ready for school.* Community teams meet annually for professional development. To support the Success for *All Children* effort, an Academy has been established for selected principals from each district, about 40 in all.

The Success for All Children Principals' Academy

The Principals' Academy is an organized staff development program consisting of four two-day conferences over a three-year period (1997-99); the Academy also includes related activities carried out by each group of principals in their own district. The school districts involved are Hartford, CT; Reno, NV; Bozeman, MT; St. Martin Parish, LA; Webster County, WV; University City, MO; and Memphis, TN.

The overall goal of the Principals' Academy is to improve student achievement by making teaching, classrooms and school environments – district wide – responsive to how young children learn. Principals are the primary target audience for two reasons. First, shared leadership among the school superintendent and principals is a key factor in going to scale (district-level change). Second, principals exert strong influence on practices within a particular school environment (school-level change).

The Principals' Academy is expected to foster or contribute to immediate actions by:

- Participating principals,
- Teachers and other working in/with the schools of participating principals, and
- District teams that include the superintendent working with principals.

These immediate actions are expected, in turn, to contribute to improvements in such areas as parent participation in school-related activities, connections among school- and community-based programs, and teaching practices in all primary grade classrooms.

Ultimately, the goal is to increase student achievement.

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Overview of Contents

This booklet includes resource information for elementary principals, classroom teachers, and staff working with schools to use in developing and monitoring the implementation of school-wide improvement plans. The resources focus on survey instruments and protocols for systematically assessing:

a The implementation of developmentally appropriate practices in early elementary classrooms; and

b Elementary school leadership development and teacher development.

Monitoring and evaluation must become part of the work of school and district improvement teams. Student test scores do not tell the whole story and will not yield information on what needs to be done.

The resources provided here will provide data that can

- Improve the quality of decisions make in the interest of young children;
- Describe the institutional processes, practices and progress in schools and districts;
- Examine the degree to which educational practices are based on recognized principles of developmentally appropriate practice;
- Be used to monitor whether changes in policies and practices are working or not.

An important type of data – student outcome data – are not represented here. The assumption is that the resources presented here should be used *in addition* to collecting, analyzing, and representing data related to student performance.

Hints

- *Link to existing school improvement efforts.* No school or district is starting with a "clean slate." The targeted use of these resources might be incorporated into school and district improvement plans. The resources also have the potential of producing data that will inform established school-wide planning and improvement processes. Data may also be used to monitor progress.
- *Use the selection of measures as a professional development opportunity.* Convene a group of principals and teachers to review the content of each instrument in order to select one that best reflects the goals of the school or district.
- *Pilot the process* of collecting, analyzing, and using data from a particular instrument BEFORE using it on a school-wide or district-wide basis. Starting with "volunteers" may help to set the right tone and allow you to learn from their mistakes.
- *Move cautiously.* Think in terms of the following stages as you move toward collecting and using data:
  - Identify objectives/define questions — What do we need to know?
  - Determine what types of data are needed to answer the question and how the data will be collected — Which resource(s) listed here will get you the types of data needed?
  - Determine how the data will be summarized, analyzed and interpreted — Who has the interest, time, and skills to coordinate the process?
  - Determine how the data will be presented — What format for displaying the data will be most useful for the users of this information?
  - Determine what audiences the data will be shared with and the appropriate presentations – Will the data be shared with only those who filled out the forms... the internal school community... the larger community?
- *Prioritize your information needs* – resist the temptation of trying to use too many instruments at once. Filling out forms, tabulating results, preparing presentations, and interpreting results takes time. There is such a thing as too much data. Be realistic and focus on using one or two instruments faithfully from year-to-year.
- *Clarify and come to consensus on key terms and phrases* that are used in an instrument. We included measures that have been field-tested, are relatively quick to administer/complete, and require minimum training to use. It is important, however, to review the wording of questions, rating scales, etc. to assure respondents agree on the definition of key terms. In addition, the instrument needed to be appropriate for use in one or more of the early elementary grades (kindergarten through grade 3). Summarize any clarifications in a memo that is attached to the survey form or protocol.

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- *Remember change takes time.* Plan to use a particular survey or protocol over a number of years (three to five years at least). "One-shot" use of these instruments will not yield trend data needed to track and monitor change over time.
- *Set realistic targets for response rates.* You may be able to expect 100% of the school staff to respond, but 50% is more realistic when parents are respondents. It will take reminders to achieve these rates.
- *Be sensitive to requests for data privacy.* At a minimum, respondents must be assured confidentiality. Some of the instruments tackle sensitive topics – discuss and agree on who will tally the data and to whom findings will be presented. To assure confidentiality, it may be appropriate for teachers and parents to return completed surveys to someone other than the school principal.
- *Be patient with yourself and others.* It takes time to become proficient with data; it is a continuous learning process. Don't hesitate to bring in outside assistance in collecting, analyzing, and interpreting data.
- *Remember that one of the most important goals of data is to stimulate dialogue* in the school community. Be prepared to both celebrate successes and to reflect on needed changes. Inevitably, some of the discoveries that the school and district make regarding their beliefs and practices will be painful. Productive dialogue requires time and thoughtful facilitation. The ultimate question is: How can the data be used to build a common agenda for improving outcomes for young children?

Section 2: Measures of Developmentally Appropriate Practices

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Name *Arnett Global Rating of Caregiver Behavior*

Publication Date 1989

Author J. Arnett

Description The 26-item scale focuses on the individual staff person's (teacher, aide) behavior toward a group of children. Each item utilizes a 4-point scale that describes the observed interaction (1= *Not at all* to 4 = *Very much*). Items reflect both positive and negative attributes of a adult that have been shown by research to be linked to child performance.

How to use the measure

What does the instrument measure:
The scale describes the individual adult's behavior toward the entire group of children. The subscales measure the behavior of the provide in the following ways:

- Degree of sensitivity (warmth, attentiveness, engagement)
- Harshness (critical, threatens, punishes)

What age ranges are appropriate for the instrument:
Early childhood classrooms that serve 3-10 year old children.

Who may use the instrument:
School principals, teachers, or classroom aides who are involved in peer-based improvement efforts.

What training is necessary to use the instrument:
Minimal training is required to maintain consistency; the scale is easy to use. Observers should talk through each item to assure that they agree on the meanings of key words.

What procedures are involved:
The scale items are written in a concrete way to add clarity to the assessment. The assessor needs to watch a caregiver's behavior at different points in a day. These observations are then translated into the 4-point scale.

How long does it take:
One day of observation is optimal with scores based on different times of the day. For example, the observations can be done in the early morning, late morning, in order to get a more accurate measure of a teacher's performance throughout the day.

How are the data tallied and presented:
The final score is computed by summarizing the ranks across items. Subscales are organized by grouping items that rate particular areas (sensitivity, harshness). See the Appendix for instructions.

How to use the findings:
This instrument is practice oriented and will yield information that can direct staff development and improvement. It might be used in addition to some of the other DAP measures that focus more on the physical environment rather than interactions.

Publisher

Unpublished instrument. See the page 91 for a copy that may be duplicated.

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Name *Assessment Profile for Early Childhood Programs*

Publication date 1987

Authors Martha Abbott-Shim & Annette Sibley

Description This instrument is a structured observation guide that was developed for early childhood programs (Infant, Preschool, School Age) to use as an in-depth self-evaluation tool. It is intended to describe areas that positively contribute to the development of children along with those areas that need improvement. The guide is organized around a series of four components—administration, preschool, infant, and school age. Each area has corresponding quality indicators and scoring criteria. Rather than providing a total score, the observation guide identifies areas in the program that require attention, for both excellence and in terms of improvement. Scores are based on direct observation, reporting by the teacher, and the review of documents.

How to use the instrument

What age ranges can the instrument be used with:
The instrument may be used in early childhood classrooms that serve children ages 5-10 years old.

Who may use the instrument:
School principals and classroom teachers can use the measure as a part of peer-based classroom observations.

What training is required to use the instrument:
Users of the instrument should talk through each item to achieve a common understanding of definitions and the scoring rubrics. Consensus must be achieved between observers as to the meaning of key words and the interpretation of observed behavior. This is to ensure consistency in reporting across observers.

What procedures are involved and how long does it take:
To complete a checklist, observers should spend a couple of hours observing the targeted classroom, asking questions and reviewing documents. However, this can be shortened if the program only wants to focus on a few assessment categories.

How are the data tallied and presented:
The instrument is intended to highlight specific areas that are excellent and those that need improvement. In order to do this, the instrument shows the program's score in relation to the following areas:

- Safety and health
- Learning environment
- Scheduling
- Curriculum
- Interacting
- Individualizing

Notice that these categories measure both structural and process-oriented variables in order to provide more complete information about the classroom environment.

How are the findings used:
Teachers and/or administrators may serve as assessors. Results may be used to target areas for improvement; to identify best practices to be shared across classrooms; or to evaluate the impact of school-and-classroom level change efforts.

Publisher

Quality Assist, Inc.
Address effective 1/28/99:
17 Executive Park Dr., Suite 150
Atlanta, GA 30329
Phone: (404) 325-2225
Fax: (404) 325-1153

Cost as of 1999

Administration Booklet- $30.00
Preschool Assessment Profile- $25.00
School-age Assessment Profile- $25.00
Research Manuel- $35.00
Assessment Profile for Early Childhood Programs — Complete set of materials - $120.00

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Name ***Early Childhood Environment Rating Scale***

Publication date 1998

Authors Thelma Harms & Richard Clifford

Description This 37 item scale is developed for preschool or kindergarten settings. The measure uses a 7 point scale with quality descriptors (1 = *inadequate* to 7 = *excellent*) that are intended to give a overall picture of young children's' surroundings. The measure focuses on the use of space, materials, and experiences that are employed for enhancing a child's development.

How to use the measure

What does the instrument measure?

The instrument is designed to measure the overall environment of early childhood programs. The term environment encompasses the use of space, materials and experiences to enhance children's development, daily schedule, and supervision provided. The seven subscales that categorize these content areas are:

- Personal care routines of children
- Furnishings for children
- Language-reasoning activities
- Activities
- Interaction
- Program structure
- Parent and staff

These categories help shape the information so that the ratings can be interpreted and used to improve targeted areas.

What program age ranges are appropriate to assess with this instrument:

Early childhood programs and kindergarten classrooms that serve children between the ages of 3-5 years old can be assessed with this instrument.

Who may use the measure:

Early childhood administrators and teachers who want to assess the developmentally appropriate practices of their school/preschool.

What training is required to use the instrument:
There is a multi-media training package that demonstrates how to use the scale. The package includes an interactive video, an instructor's guide, and a video guide. A training workbook is also available, but must be purchased separately. These materials describe the procedures for using the instrument, tallying the results, and utilizing the data.

Publisher

Teachers College Press
P.O. Box 20
Williston, VT 05495
(800) 575-6566

Cost as of 1999

Early Childhood Rating Scale- $10.95
(Rating sheets can be duplicated)
Training Video- $59.00
Revised Video Guide- $4.00
Training Workbook- $10.95
(Training activities can be duplicated)

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Name ***High/Scope Program Quality Assessment***

Author High/Scope

Publication date 1998

Description The instrument consists of an assessment form that has 57 pages with approximately one quality indicator per page. The assessment utilizes a five-point scale that provides descriptive anchors to discern between 1, 3, 5. The scale is designed to ascertain the level of concurrence between the observed program/classroom/school and the best practice reflected in the quality indicator. Each page also provide space to note supporting evidence and anecdotes.

How to use the measure

What does the instrument measure:

The scale is intended to assess the quality of early childhood education programs and to determine their staff training needs. Quality indicators that are thought to promote the development of young children encourage the involvement of families, and to develop positive working environments for staff were incorporated into the scale for this purpose.

The items in the measure reflect the best practices according to current research, theory and past successful practice. In order to assess the whole environment, this tool measures the child's environment, the interpersonal relationships they encounter while in the program, and the program's management. This is done through a combination of observation and interview techniques. The instrument is broken into seven categories:

- Learning environment (9 items)
- Daily routine (12 items)
- Adult-child interaction (12 items)
- Curriculum planning and assessment (5 items)
- Parent involvement and family services (10 items)
- Staff qualifications & staff development (14 items)
- Program management (10 items)

These program characteristics are assessed using a five-point scale with the endpoints and midpoints of each item clearly defined.

What program age ranges are appropriate to assess with this instrument:

Early childhood education programs and kindergarten classrooms can use this measure to assess the quality of early childhood programming and staffing needs.

Who may use the measure:
School principals, teachers, of trained independent raters can use the measure as a self-assessment tool. This can help identify areas of strength or those in need of improvement in the classroom or in the early childhood program as a whole. The PQA can also be utilized by trained independent raters conducting research and evaluation of early childhood education.

Training required using the instrument:
The user-friendly design of the PQA allows its use without much training. The instrument provides examples of each item so that raters are accurate in each item assessment.

Procedures:
The instrument can be used in its entirety or can be used a section at a time to hone in on specific program characteristics. The items concerning the learning environment, the daily routine, and the adult-child interaction should be answered after one, half-day observation. The sections focusing on the curriculum planning and assessment, parent involvement and family involvement, staff qualifications and staff development, and program management should be answered through interviews A whole day is necessary to complete the entire assessment.

How are the data tallied:
At the end of the PQA Assessment Form is a summary sheet on which all of the findings are added. This simple procedure allows for the computation of each individual section. To get an average score for the entire PQA, the rater sums all of the item scores and divides by the number of items rated.

How are the findings used:
Findings from the PQA can be used in a variety of ways. For instance, this data can define and illustrate best practices, enhance the dialog between staff and administrators concerning school progress, and can point to classroom and/or program areas that are in need of improvement and support.

Contact information

High Scope Educational Research Foundation
600 N. River St.
Ypsilanti, MI 48198-2898
Phone: (734) 485-2000
Fax: (313) 485-0704
Beckyp@highscope.org

Cost as of 1999

Manuel- $7.00
Assessment Form- $10.85
Set of 10 Assessment Forms- $49.95
(forms can not be duplicated and will need to be purchased separately)

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Name ***National Academy of Early Childhood Programs, Voluntary Accreditation System for Early Childhood Centers and Schools***

Publication date 1998

Author National Association for the Education of Young Children (NAEYC)

Description This self-paced accreditation process involves a comprehensive assessment procedure to determine the developmentally appropriateness of a specific early childhood program. The accreditation process can take months or years depending on the program's original level of developmentally appropriate practice and the desired rate of change. The program receives self-study materials that include:

- Accreditation criteria & procedures of the of the national association for the education of young children
- Guide to accreditation
- Multiple copies of forms and questionnaires (Classroom Observation Form; Staff Questionnaires; Family Questionnaires; Summary Sheets; Open-ended Questionnaires for both Staff and Families; Program description form)
- Consultation by telephone
- Subscription to the *Academy Update* newsletter (published three times per year).

How to use the measure

What does the accreditation process measure:

The school-wide assessment of developmentally appropriate practice includes:

- Interactions among teachers and children
- Curriculum
- Relationships among teachers and families
- Staff qualifications and professional development
- Administration
- Staffing
- Physical environment
- Health and safety
- Nutrition and food
- Evaluation

What programs are appropriate for the accreditation process:

Early childhood programs through kindergarten and before- and after-school programs that provide services to children 8 years old or younger.

Who may engage in the accreditation process:
School principals, early childhood program administrators, and teachers who want to increase and measure their program/school's developmentally appropriate practices.

What training is necessary:
The *Guide to Accreditation* provides step-by-step instructions for obtaining accreditation that can be easily followed. All of the instruments and materials in the self-study packet are designed to be self-explanatory. The forms are straight forward and provide verbal descriptions of each quality indicator to aid in consistent observation and accurate scoring. In sum, very little training is required.

What procedures are involved:
Classroom Observation Form
This form has approximately 69 items that target developmentally appropriate indicators:

- Relationships between teachers and children
- Curriculum
- Physical environment
- Health and safety
- Nutrition and food

The 3-point rating scale includes observable anchors to aid scoring. The numbers indicate the degree of developmentally appropriate practice that is observable in the classroom (1 = classroom does not reflect the developmentally appropriate indicator, 2 = partially reflects the indicator, 3 = fully reflects the indicator).

Staff Questionnaire
This questionnaire has approximately 79 items with close-ended responses. The questions target the following content areas:

- Relationships between teachers and children
- Administration
- Curriculum-observed and documented
- Physical environment
- Health and safety
- Nutrition and food
- Staff qualifications and development
- Staff patterns
- Interactions between teachers and family
- The results are quantified to ease in interpretation

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Family Questionnaire
This 30-item questionnaire takes approximately five minutes to complete. The questions target the following content areas:

- Relationships between teachers and children
- Curriculum
- Physical environment
- Health and safety
- Nutrition and food
- Interactions between family and school/teacher

The results are quantified to ease in interpretation.

Open-ended Questionnaires for both families and teachers

Summary Sheets
Each form has an accompanying form that serves to condense the data into a consensus rating for a specific component of an entire program/school or a specific classroom.

Program Description
This form summarizes all of the data from the separate forms listed above. It is intended to give a general overview of the developmental appropriate practices in the school/program overall.

How are the data tallied and presented:
The data from each form is summed to give an overall score. The higher the score, the more developmentally appropriate the practice in a classroom or program/school.

How are the findings used:
All the forms are intended to direct a school/program's progress toward accreditation. Self-study materials allow the site to measure their progress over time. This encourages flexibility, allowing programs to move at their own pace. All the forms can be reproduced for use within the school/program until the targeted results are achieved. When this occurs, the school/program should be ready for developmentally appropriate accreditation. At that point, a site visit from the National Academy of Early Childhood Centers and Schools is warranted to acknowledge and measure the school/program's achievement.

Publisher

NAEYC
1509 16th Street North West
Washington, D.C. 20036-1426
Phone: (202) 232-8777 or (800) 424-2460
Fax: (202) 328-1846
Academy@naeyc.org

Cost as of 1998

The cost of accreditation varies depending upon the number of children enrolled in the program. Programs occupying different locations, even if administered by a central agency, must apply and be considered separately. For example, a program enrolling 241-360 children would pay a total of $1000 (application fee = $300; validation fee = $700). For each additional 120 children, each fee increases $50.

The accreditation is valid for three years. No additional fees are paid during that time.

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Name ***Readiness for School Learning Project: A Kindergarten Readiness Planning Guide***

Author North Central Regional Educational Laboratory

Publication date 1999 (anticipated)

Description This is a descriptive scale that assesses whether or not a classroom is fully, partially, or not implementing the characteristics of a developmentally appropriate classroom. These characteristic[illegible] on six areas that are intended to assess the over[illegible] of developmentally appropriate practice taking place in a given classroom.

How to use the measure

What does the instrument measure:
The instrument measures the kindergarten classroom's "readiness" for five year old children. The six characteristics that prepare classrooms to meet the needs of young children are:

- The classroom's environment
- The materials, tools and equipment for children's use
- The structure of the day
- The curriculum
- The knowledge and certification of teaching staff
- The quality of the learning experiences

These characteristics provide a structure for the scale that helps practitioners assess the developmentally appropriate practices in their classrooms.

What programs are appropriate to use this instrument:
Kindergarten classrooms and early childhood programs.

Who may use the measure:
Principals, kindergarten practitioners, teachers, or teams of school personnel.

What training is required to use the instrument:
The scale is intended to be used by practitioners without any formal training. Each of the indicators are well defined so that assessors can accurately identify the information needed to complete the instrument.

What procedures are involved and how long does it take:

The scale contains descriptions of each developmentally appropriate characteristic (indicator). Assessors observe the classroom to determine the degree of developmentally appropriate practice that is being implemented. The *fully implemented* descriptor indicates that all of the DAP indicators are being implemented in the classroom. Where at least half of the DAP indicators are being implemented, a *partially implemented* descriptor is given. Where less than half of the indicators are being implemented, a *not implemented* descriptor is assigned. The assessment should be based on several hours of classroom observation, teacher interviews and review of documentation.

How are the data tallied:

This scale does not provide a total score, rather it indicates areas for improvement that can assist in organizing efforts and prioritizing tasks related to program improvement efforts.

How are the findings used:

Kindergarten teachers, principals, and program administrators can utilize this instrument as a planning guide to assess the implementation of DAP in a single classroom, or all, individual kindergarten classrooms in a school, or all of the kindergarten classrooms, overall. Use of this scale can aid teachers and administrators in developing DAP goals and measuring their attainment. Furthermore, this scale can be used to inform primary grade teachers and parents about the structure of the kindergarten program and classroom.

Publisher

North Central Regional Educational Laboratory
1900 Spring Road
Oakbrook, IL 60523
(630) 218-4985

Cost as of 1999

Information not available

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Section 3: Measures of Elementary School Leadership and Teacher Development

Name	***Early Childhood Education and the Elementary School Principal: Standards for Quality Programs for Young Children***
Author	National Association of Elementary School Principals
Publication date	1998
Description	The book provides a synthesis of the research-based information about age-appropriate practices for early childhood programs so that school principals, working with teachers, can develop and enhance their current programs. Appendix A includes a checklist of quality indicators that focus on two areas: (a) an elementary school principals' assessment of their own leadership performance and (b) the impact of this performance on age-appropriate practices in their schools.
How to use the measure	***What does the checklist measure:*** Standards of excellence in early childhood programming dictate the various quality indicators. Quality indicators are provided in the following areas: • The organization and implementation of an early childhood program is based on a statement of shared beliefs, mission, and goals • Scheduling practices reflect the developmental stages of children ages 3-8 • The principal promotes research-based recommended class sizes • Grouping practices facilitate the individual student's total development and learning • Sufficient time is allocated to meet all educational needs of children • The content of the curriculum reflects a balance of all areas of learning offered in an integrated manner and reflecting the holistic nature of learning • The teacher uses varied and effective teaching strategies, depending on the developmental levels and unique needs of the children • Classroom materials and equipment are appropriate to the developmental levels and unique needs of the children involved • A positive, responsive, and caring environment promotes the interaction of children • The principal is knowledgeable about quality early childhood programs and is effective in explaining, organizing, and implementing them • The principal collaborates with other groups, programs, and agencies in the community to provide all the needed services for children and their families

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- The principal institutes an approach to student assessment that is consistent with developmental philosophy, curriculum, and positions taken by other professional associations involved with the appropriate testing of young children
- The school is ready for the children, rather that expecting children to be ready for school
- The principal demonstrates understanding of quality early childhood programs and provides for the implementation, support, and management of such programs
- The principal assures that there is regular, sustained communication between home and school
- The principal and staff will actively seek parental involvement and will establish partnerships with parents and families
- The school supports parents and families in making decisions regarding their parenting skills and their children's development
- The principal works with the home and the community toward supporting transitions and addressing unique needs and situations
- Parent/teacher conferences are integrated into early childhood education processes
- The principal and staff understand those children's home, community, and cultural experience impact on their development and learning
- The principal recognizes the urgent need for child-care services and is in the forefront of community collaboration to provide those services
- The principal works with preschool and child-care providers to assure a smooth transition into the public school

What program age ranges are appropriate to assess with this measure:
Early childhood programs and elementary schools can be assessed using this checklist.

Who may use the measure:
Principals and teams of teachers can use this measure to develop and enhance the age appropriate practices in their schools. The twenty-three checklists (Appendix A) provide information about the extent of improvement (e.g. minimal, some, extensive) needed in each quality standard area. This information can then be used by school improvement teams in conjunction with the Planning Guide for School Improvement found in Appendix B. This guide includes helpful strategies for developing and following through with a plan for improvement.

What training is required to use the instrument:
The checklists include step-by-step instructions that are clear and easy to follow. Instructions provide information in how to administer, score, and interpret the findings.

Procedures:
Checklists can be completed by principals or teams of teachers who spend time observing a classroom or school, asking questions of teachers and staff, and reviewing documents and curriculum. Whoever completes the instrument must identify the extent to which each quality indicator is evident within the school or classroom, depending on the focus of the assessment. Checklist items are rated using the following scale: always evident, usually evident, seldom evident, or not evident. Definitions of these terms should first be determined through consensus among everyone using the measure.

How are the data tallied:
The number of checks within each scale category (*always evident, usually evident, seldom evident, or not evident*) is added to get a sum total for each, completed checklist. This score indicates the level of improvement that is needed (minimal, some, extensive) for each standard of excellence.

How are findings used:
The checklist data are translated into areas that need improvement. A planning guide at the end of the publication helps school principals and school improvement teams target and prioritize these findings so that action steps for improvement can be identified and achieved. The manual provides simple instructions that can aid this process. In following these procedures, the assessment process can create concrete anchors from which to measure school progress. This can both improve staff and administration morale and increase personnel's investment in the evaluation process.

Contact information

National Principals' Resource Center
NAESP
1615 Duke Street
Alexandria, VA 22314-3483
(800) 386-2377 or (703) 684-3345

Cost as of 1999

Members- $14.95 per book
Non-members- $19.95 per book
(checklists may be duplicated, as needed)

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Name	***School and Family Partnerships: Surveys and Summaries***
Authors	J.L. Epstein & K.C. Salinas
Publication date	1993
Description	There are questionnaires for both teachers and parents in this collection of instruments. These questionnaires aim to increase understanding between schools and families. Questions are designed to shed light on the ideas and needs of these two groups so that changes can be made to improve the collaboration between schools and families. The teacher survey can be completed in 20-25 minutes, and the parent survey can be finished in 15-20 minutes. The teacher survey is seven pages and includes questions that target the interaction between teachers and their students' home environments. Most of the responses are organized on a scale (for example, strongly disagree to strongly agree; 0%-100%; not important to very important). The parent survey is six pages and asks similar questions concerning the parents' involvement with their child's school and education in general. Both questionnaires include a final, optional section that asks open-ended questions so that respondents can share ideas and insights that were not covered in the previous sections.
How to use the measure	***What do the instruments measure:*** These surveys give general information about parent and teachers' attitudes and practices concerning the family-school connection. More specifically, the teachers' survey measures: • Teacher's professional judgement about parent involvement • How teachers contact their students' families •• Volunteer use in the classroom • The interaction of teachers and their students • How to best involve families in their child • The outreach efforts of teachers and [illegible] of these endeavors • What activities teachers recommend [illegible] parents of their students • Support for family involvement [illegible] school • General information about the teacher, students and classes

The parent survey measures the family's practices and attitudes concerning education and school. Several items also explore the ways in which parents are incorporated into the school culture and how they, in turn, support the schools educational efforts. The questions are broken into the following categories:

- How parent's perceive their children's school
- What information parents would like to have about their children's school subjects
- The parents' level of involvement in their children's school
- The school's outreach effort
- What workshops interest parents
- Community services that the school could link parents to
- Possible new programs to meet a family's needs

What program age ranges are appropriate to assess with this instrument:
Elementary and middle schools can be assessed with this instrument.

Who may use this measure:
The surveys are designed to give information about the home-school interactions based on the perceptions of both teachers and parents. School principals and school improvement teams can use this information to determine what aspects of this interaction are "successful" and which parts need more effort. If a school wants to achieve a goal, the evaluation can target that specific area to research. This is because the questionnaires are designed to provide information based on single-item indicators. Administrators can utilize individual sections of the instrument or use the whole.

The form is alterable. Questionnaires can be adapted to fit various school needs. The data can be summarized easily in order to make it most useful. For example, it is possible to report only on items for which 60% of the respondents answered one way or another. The instrument can therefore focus on significant trends and common perspectives if that is the school's aim. The goal of the instrument is to identify patterns of parent and teacher responses so that schools can decipher what practices of family and school partnership are currently working and what isn't.

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Training required to use these measures:
These written surveys are self-administered and are intended to be anonymous. Each questionnaire includes explicit and simple instructions that do not require interpretation to complete. School staff will need to determine if parent respondents, on average, have the literary skills necessary to complete a written survey.

Procedures:
Survey data must be processed or prepared for analysis. This means that the data needs to be coded, edited and entered. The "raw" data is then shown on a computer printouts that list percentages for each response category.

How are the data tallied:
The average scores and the standard deviation of the surveys will be given. This provides descriptive information (statistics) about teacher and parent response trends. In other words, the data shows where parent and teachers agree or differ in the response categories, i.e. interests, goals, perceptions. In addition, information is given that describes the variation of responses (scores) through out the school.

How are the findings used:
Principals and school improvement teams target specific areas to improve the communication and involvement between families and schools. It is possible to analyze response categories or individual questions to hone in on specific areas targeted for improvement.

Contact information

Diane Diggs, Publication Department
Center on School, Family, and Community P[illegible]
John Hopkins University
3003 North Charles Street, Suite 200
Baltimore, MD 21218
(410) 516-8808
(410) 516-8890 (FAX)

Cost as of 1999 Information not available

Name	***Guidelines for Performance-Based Early Childhood Teacher Evaluation and Professional Development***
Author	Missouri Department of Elementary and Secondary Education
Publication date	1996
Description	This manual provides guidelines and protocols for school principals to use when evaluating early childhood educators and when contributing to their professional development.
How to use the measure	***What does do the protocols measure:*** The aim of this book is to create a fair, efficient and effective means for fostering teacher learning so young children receive an optimal education. The guide includes protocols that assess four broad performance areas: • Instructional process • Classroom organization and management • Personal relationships • Professional responsibilities ***What program age ranges are appropriate to assess with this manual:*** Early childhood educational programs and elementary schools can use this manual. ***Who may use the manual:*** School principals and school improvement teams can use this manual to create a performance-based evaluation measures and professional development processes for early childhood professionals. ***What training is required to use the manual:*** All materials are self-explanatory. Principals and teachers may want to collaborate on the selection and adaptation of particular observation tools. ***Procedures:*** Principals observe classrooms with checklists that target baseline indicators for the instructional process, classroom management, interpersonal relationships, and professional responsibilities of the teacher. There are also forms that aid principals in doing evaluation procedures, professional conferences with teachers and also helps them create teacher development plans. The 19 indicators found on the various forms point out specific behaviors that have been identified as essential for early childhood educators. If these criteria were not observed, the manual suggests ways in which they can be targeted for improvement.

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The book also includes parent and colleague questionnaires that utilize a five-point scale to assess the attitude, professional behavior, and interactions of a teacher. A student questionnaire is also available to determine the general perceptions of a student in relation to their teacher.

How to use the findings:
School principals and classroom teachers can use the evaluation process as a learning guide that directs teacher development. In addition, the tools in this guidebook foster communication tool between the administration and the teaching staff. In this way, the evaluative findings serve to increase understanding between administration and teachers, and therefore improve the overall quality of the school.

Contact information

Project Construct National Center
University of Missouri-Columbia
27 South Tenth Street, Suite 202
Columbia, Missouri 65211
(800) 335-7262

Cost as of 1999

$30.00
(forms included in book may be duplicated)

Name ***Making Schools Smarter: A System for Monitoring School and District Progress***

Authors Kenneth Leithwood & Robert Aitken

Date published 1995

Description This book focuses on identifying strategies for monitoring school progress as it relates to that school's established goals. The body of the book describes strategies that are central to school leadership. These recommendations relate to three basic areas—identifying the school's image, facilitating school change, and assessing school leadership.

Chapters 12 and 13 offer superintendents, school principals and school improvement teams a variety of surveys to use to gain information about their district or school. The surveys are designed so that superintendents, school principals and school improvement teams can use surveys as a whole to assess overall goal achievement and needs, or surveys can be used individually to assess specific areas of a district's or school's progress.

The 19 surveys are organized into two basic categories—district surveys and school surveys. There are 9 survey forms that focus on district-level goals and 10 surveys that address school-level aims.

How to use the measure ***What does it measure:***

The district surveys (Chapter 12) include:

- District mission and goals
- District culture
- District core tasks (three instruments about different aspects of core tasks)
- District structure and organization
- District information collection and decision making
- District policies and procedures
- District-community partnerships

The school surveys (Chapter 13) include:

- School mission and goals
- School culture
- School core tasks
- School structure and organization
- School information collection and decision making
- School policies and procedures
- School-community partnerships
- School participation and engagement—family educational culture

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Who may use these instrument:
Elementary, middle or high schools can use these surveys to determine the level of concurrence between district and school goals and current practice.

School principals and school improvement teams can use the instrument to identify areas in need of improvement in regards to community and school partnerships and district goals.

Who fills out the surveys:
School principals, community members, parents, support staff, teachers, and students can all fill out the surveys. Respondents are chosen according to the kind of information that is sought—the various populations offer different kinds on insight on school progress.

Training required using the measures:
Surveys are self explanatory. Directions are clearly written so that respondent only need to focus on their own perceptions of the survey issue.

What procedures are involved:
Surveys ask respondents to identify their level of agreement with each goal indicator. Responses are organized around a four-point scale of agreement (1= *strongly agree* to 4 = *strongly disagree*). There is also a fifth, N/A option that indicates the respondent either doesn't know or that the question is not applicable.

Each survey takes less than 15 minutes with the exception of the School Participation and Engagement—Family Educational Culture survey, which takes 20 minutes.

How are the data tallied and presented:
The data is tallied according to each item's mean response. Overall survey scores are then added up and averaged so that results identify the general level of agreement for each survey area. Data can be examined according to specific item responses, or patterns of responses, overall. Depending on the assessment focus, data can be organized to address broad or specific concerns and questions. The book includes a section that describes how to collect, analyze, and interpret data.

How to use the findings:
The results of the survey should give superintendents, school principals and school improvement teams information about general trends in the perceptions of people in the various identified roles (community members, teachers, parents, etc.). This can help structure improvement efforts so that they are responsive to community, district, and school needs.

Publisher

Corwin Press
A Sage Publications Company
2455 Teller Road
Thousand Oaks, CA 91320
Phone: (805) 499-0871
Fax: (805) 499-0871

Cost as of 1999

$29.95
(survey forms can be duplicated as needed)

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Name	***Standards for Staff Development: Elementary School Edition***
Authors	National Staff Development Council and the National Association of Elementary Principals
Publication date	1995
Description	The book provides standards that should be in place to ensure that staff development makes a difference in student learning. The presentation of each standard includes the expected level of performance, rationale, an example, the results that can be expected, discussion questions, and references. *A Self Assessment and Planning Tool* is presented in an appendix.
How to use the measure	***What does the tool measure:*** This tool measures the current state of implementation of the context, process, and content of effective staff development for elementary schools. Questions cover the following standards: • Continuous improvement • Leadership/advocacy • Organizational alignment and support • Time for learning • Staff development as an innovation • OD & systems thinking • Change process: Individual • Change process: Organizational • Data-driven decision making • Selecting staff development content • Integration of innovations • Evaluation of staff development • Models of staff development • Follow up • Collaborative skills • Group development • Childhood and pre-adolescent development • Classroom management • Diversity • Inter-disciplinary curriculum • Research-based instructional strategies • High expectations • Family involvement • Student performance assessment ***What program age ranges are appropriate to assess with this measure:*** Early childhood programs and elementary schools can be assessed using this checklist.

Who may use the measure:
Principals and teams of teachers can use this measure to reveal strengths as well as areas for improvement. Because of the value in obtaining multiple perspectives, the self assessment will be most useful if completed by a group rather than individually.

What training is required to use the instrument:
The tool includes step-by-step instructions that are clear and easy to follow. Instructions provide information in how to administer, score, and interpret the findings.

Procedures:
The self-assessment tool is first completed individually by principals and teachers. Respondents then compare their individual scores. It is recommended that group members discuss similarities and differences rather than average scores. The group discusses why specific scores were given and works toward reaching consensus on a score which represents the school's current level of implementation. A team may then prepare an action plan based on findings from this assessment.

How are the data tallied:
Each of the 48 assessment statements are rated on a five point scale (1 = *strongly disagree* to 5 = *strongly agree*). Tally sheets are provided that allow for comparison of individual, group, and school-wide scores for each statement.

How are findings used:
The data are translated into areas that need improvement. The authors recommend that any assessment statement receiving a score of 3 (*somewhat agree*) or less by a majority of the staff or teams should be considered for improvement.

Contact information

National Staff Development Council
P.O. Box 240
Oxford, Ohio 45056
(800) 727-7288 or (513) 523-6029
(513) 523-0638 (fax)

National Association of Elementary School Principals
1615 Duke Street
Alexandria, Virginia 22314-3483
(800) 386-2377 or (703) 684-3345

Cost as of 1999

NSDC/NAESP Members- $12.00 per book
Non-members- $15.00 per book
(tool may be duplicated, as needed)

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ARNETT GLOBAL RATING SCALE

Date:___/___/___

Teacher ID:|__|__|__|__|__|__|__|__

Observer ID: |__|__|__|__|__|__|__

Observer: To what extent is each of the following statements characteristic of the caregiver? For each item, circle one. (1 = not at all, 2 = somewhat, 3 = quite a bit, 4 = very much, X = not enough information to evaluate).

1. Speaks warmly to the children	1	2	3	4	X
2. Seems critical of the children	1	2	3	4	X
3. Listens attentively when children speak to her	1	2	3	4	X
4. Places high value on obedience	1	2	3	4	X
5. Seems distant or detached from the children	1	2	3	4	X
6. Seems to enjoy the children	1	2	3	4	X
7. When children misbehave, explains the reason for the rule they are breaking	1	2	3	4	X
8. Encourages the children to try newexperiences	1	2	3	4	X
9. Doesn't try to exercise much control over the children	1	2	3	4	X
10. Speaks with irritation or hostility to the children	1	2	3	4	X
11. Seems enthusiastic about the children's activities and efforts	1	2	3	4	X
12. Threatens children in trying to control them	1	2	3	4	X
13. Spends considerable time in activity not involving interaction with the children	1	2	3	4	X

14. Pays positive attention to the children as individuals	1	2	3	4	X
15. Doesn't reprimand children when they misbehave	1	2	3	4	X
16. Talks to the children on a level they can understand	1	2	3	4	X
17. Punishes the children without explanation	1	2	3	4	X
18. Exercises firmness when necessary	1	2	3	4	X
19. Encourages children to exhibit prosocial behavior, e.g. sharing, cooperating	1	2	3	4	X
20. Finds fault easily with the children	1	2	3	4	X
21. Doesn't seem interested in the children's activities	1	2	3	4	X
22. Seems to prohibit many of the things the children want to do	1	2	3	4	X
23. Doesn't supervise the children very closely	1	2	3	4	X
24. Expects the children to exercise self-control, e.g. to be undisruptive for group, teacher-led activities, to be able to stand in line calmly	1	2	3	4	X
25. When talking to children, kneels, bends or sits at their level to establish better eye contact	1	2	3	4	X
26. Seems unnecessarily harsh when scolding or prohibiting children	1	2	3	4	X

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Arnett Global Rating of Caregiver Behavior

Instructions for Tallying Responses

Instructions: The Arnett assesses the emotional tone of adults in the early childhood classroom. Two subscales are computed using particular items that relate to: degree of sensitivity and harshness. The goal for an adult is to maximize sensitivity and minimize harshness in interactions with children.

Step 1: The ratings are summarized for one adult. Insert the ratings for the items that have been shown statistically to relate to the "sensitivity" and "harshness" subscales. Sum the ratings. Items rated as X are excluded from the tabulations.

Sensitivity	Rating (1-4)
#1	
#3	
#6	
#7	
#8	
#11	
#14	
#16	
#19	
#25	
Sum of ratings:	

Harshness	Rating (1-4)
#2	
#10	
#12	
#17	
#20	
#22	
#26	
Sum of ratings:	

Step 2: Divide each sum by the # of items rated (exclude items rated as X) to get an average score for each subscale. Remember the goal is to have a higher score on the "sensitivity" subscale and a lower score on the "harshness" subscale.

Sum of Sensitivity Ratings / 10 (or total # of ratings) =

Sum of Harshness Ratings / 7 (or total # of ratings) =

Note: Two other subscales, "detachment" (consisting of items #5, 13, 21, 23) and "punitive behavior" (consisting of items # 4, 9, 15, 18, 24) are less reliable. These subscales may be computed, but average scores should be used with caution. Individual ratings on these items, however, may be used in discussion and reflection.

APPENDIX 6. Evaluation Approach: Success for All Children Principals' Academy

Evaluation Focus

The evaluation focused on assessing outcomes expected in four areas: district, individual principal, school, and teacher/classroom. Assessment of changes in student achievement, the ultimate goal of the Academy, was assessed via student performance data assembled by participating elementary schools.

The first data collection area involved expected ***changes at the district-level***. The expectation was that participating principals would work with their Superintendent as part of a team to produce a plan for systemic improvement that is adopted by the district. Thus, the development and implementation of such a plan may be influenced by the outcomes of the Academy. Our focus as part of this evaluation was on the impact of the Academy on the district plan. A key indicator of the impact included:

- Contents of any district plan developed as it relates to supporting the other three areas (changes in individual principals, changes at the school-level, and changes at the teacher/classroom-level).

The second area focused on changes in the ***knowledge, attitudes and perceptions, and behaviors of participating principals***. Key indicators of change included:

- Changes in knowledge of early childhood education theories and practices;
- Changes in attitudes and perceptions of early childhood development and how young children learn;
- Changes in how principals work with teachers.

The third area examined implementation of ***strategies at the school-level*** to promote school-wide changes in policies and practices, as well as changes related to individual teachers and classrooms. We focused on documenting the changes that have been targeted, strategies that have been set in motion, and progress during the course of the three-years of the initiative. Progress was defined as ongoing efforts to promote professional networks focused on the intellectual development of teachers and changes in classroom practice, changes in the density/intensity of connections among school- and community-based programs, and changes in the density/intensity of connections between parents and teachers. Key indicators of change included:

- Contents of any plan developed or being used by principals related to their own school and relationship to topics/concepts introduced at Academy;
- Changes in approaches to leadership development within the school;
- Implementation of change strategies within the school.

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The fourth area focused on ***changes in the knowledge, attitudes and perceptions, and behaviors of classroom teachers (including classroom and instructional practices)***. A key outcome of the Principals' Academy centers on changing the immediate classroom environments of children to promote student learning. Key indicators included:

- Changes in knowledge of early childhood education theories and practices;
- Changes in attitudes and perceptions of early childhood development and how young children learn;
- Changes in the physical environments of classrooms;
- Changes in instructional practices.

Design

We viewed the specification of a final evaluation design and the collection of data as a partnership effort involving the participating principals, project staff, and the evaluation consultant. Key aspects of the design to be finalized in this manner and target dates for data collection are summarized below.

Design Step	Date Completed
Refine expected outcomes and indicators of change	February 1998
Written survey completed by participating principals and superintendents	Spring 1998
Available school/district improvement plans collecting from participating principals and superintendents	Spring 1998
Survey results (overall and by site) shared with participants	January 1999
Kit of evaluation resources for participating principals to use with their teachers to assess (a) developmentally appropriate classroom practices, and (b) elementary school leadership and teacher development	January 1999
Written survey completed by participating principals and superintendents	Spring 1999
Survey results (overall and by site) shared with participants	September 1999

Review of available school / district improvement plans

In Spring 1998, superintendents and principals submitted copies of their most recent district or school improvement plan for review. Approximately 51 percent of the Academy participants submitted one or more documents, representing a total of 24 documents. The number of document submitted by site is summarized below.

Site	# of documents submitted
Memphis City	7
University City	3
St. Martin	3
Bozeman	2
Webster County	3
Washoe County	3
Hartford	3

Respondents submitted different types of documents (Title 1 improvement plans, strategic plans, internal memos, presentation handouts, and school progress reports). The documents also varied in terms of the year prepared – some had been prepared for the 1997-98 school year while others covered the 1998-99 school year. Each document was reviewed to identify narrative phrases that focused on one or more of the stated aspects of the Principals' Academy: early childhood theory and practice, shared leadership and teacher development, parent involvement, connections with the community, participation of the district/school site in the Success for *All Children* initiative.

In order to minimize burden on Academy participants, the Spring 1999 superintendent and principal surveys included a question asking respondents to indicate in their most recent school improvement plan had further incorporated any actions etc. related to knowledge/information gleaned from the Academy.

Written surveys of participating superintendents and principals

The overall response rate for the surveys completed by participating principals and superintendents / others was 79 percent in 1998 and 82 percent in1999. Survey response rates by participating districts are summarized below.

District	Spring 1998 Survey Response	Spring 1999 Survey Response
Memphis City	67% (10/15)	86% (12/14)
St. Martin	100% (4/4)	100% (4/4)
Bozeman	100% (5/5)	75% (6/8)
University City	100% (3/3)	100% (3/3)
Webster County	100% (3/3)	100% (3/3)
Washoe County *	71% (5/7)	70% (7/10)
Hartford *	50% (2/4)	50% (1/2)

* Superintendents not surveyed in 1999 as they were new to the role and not necessarily knowledgeable of the initiative.

Reporting

Data summaries were prepared subsequent to each wave of data collection and made available to Academy participants at their next national meeting in order to enhance learning. In addition, five of the seven site teams (Webster County, Memphis City, St. Martin Parish, Washoe County, and University City) shared their experiences and insights about personal, school, and district implementation of learnings from the Academy at the last national meeting. This final set of reflections included presentation of changes in student performance that may be attributed, at least in part, to the Academy experience.

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Danforth Foundation Success for All Children Principals' Academy
Superintendent Survey #1
June 1998

A. Background

The purpose of this survey is to gather information from superintendents who are participating in the Success for All Principals' Academy that is funded by the Danforth Foundation. This information will be used to evaluate the impact of the Academy so far on individual principals, the schools in which they work, and the district as a whole. Your responses are confidential and available only to the evaluator at the University of Minnesota. Responses will summarized in an overall report that does not identify you or your district. Overall findings will be shared at the next Academy meeting.

B. Preliminary Information About You and Your Involvement in the Academy

B1. How long have you been a superintendent in this and other districts?

_____

B2. Who in your district is serving as the designated leader for districtwide improvement in student achievement and the team leader for Academy-related activities?

Superintendent _____

Designee _____

B3. If a designee has been named, please indicate his/her name and phone number:

_____

B4. Which of the following Academy meetings have you attended?

- ☐ April 27-29, 1997 meeting in Memphis
- ☐ July 9-11, 1997 meeting in Philadelphia
- ☐ February 12-14, 1998 meeting in Reno

B5. Have you used any of the Danforth grant funds to attend state, regional and/or national conferences on early childhood education?

- ☐ Yes
- ☐ No

B6. If yes, what conference(s) did you attend? What types of presentations did you attend?

_____
_____
_____
_____
_____

B7. Have you or your district used any of the Danforth grant funds to bring consultants into the district?

☐ Yes
☐ No

B8. If yes, who was brought in as a consultant and for what purpose?

_____
_____
_____
_____
_____

B10. One expectation of the Academy is that each superintendent will review personal portfolios prepared by participating principals. At this point, what process have you used to review these portfolios?

_____
_____
_____
_____
_____

B11. Do you and the participating principals have established procedures to share and reflect on what you are learning as part of the Academy?

☐ Yes
☐ No

B14. If yes, what procedures have you used?

_____
_____
_____
_____
_____

Please feel free to attach typed responses to the questions in the following sections (C-F). If you prefer, send your typed responses to me in an e-mail message (seppa006@tc.umn.edu). Or, give me a call to set up a time for a brief phone interview (call me at 612/625-6364 and indicate your name, phone number, and best time to reach you).

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C. Impact of Academy on Participating Principals

C1. As you reflect on this past school year, what are the major accomplishments of principals participating in the Academy?

C2. What overall impact, if any, has participation in the Principals' Academy had on the development of these principals?

D. Impact of Academy at the School-Level

D1. As you reflect on this past year, what are the major accomplishments of the schools in which participating principals work?

D2. What impact, if any, has involvement with the Principals' Academy had on these schools?

E. Impact of Academy at the District-Level

E1. As you reflect on this past year, what are the major accomplishments of your district that focus on younger students and their families?

E2. What impact, if any, has the involvement of your district in the Principals' Academy had on the district as a whole?

F. Other Impacts

F1. Has your involvement or the involvement of principals in the Principals' Academy had an impact in any other ways? If so, please describe.

Thanks.
I look forward to sharing the collective responses of participating superintendents and principals with you at the next Academy meeting.

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Danforth Foundation Principals' Academy
Success for All Children
Participating Principal Survey #1
June 1998

A. Background

The purpose of this survey is to gather information from principals who are participating in the *Success for All Principals' Academy* that is funded by the Danforth Foundation. This information will be used to evaluate the impact of the Academy so far on individual principals, the schools in which they work, and the district as a whole. Your responses are confidential and available only to the evaluator at the University of Minnesota. Responses will summarized in an overall report that does not identify you or your school. Overall findings will be shared at the next Academy meeting.

B. Preliminary Information About You and Your School

B1. What grade or age range does your school serve?

_____

B2. How many teachers worked in your building this past year? _____

B3. Approximately how many students were enrolled this past year?

_____

B4. How long have you been an elementary school principal (round to the nearest year)? _____

B5. Prior to becoming involved with the Academy, how knowledgeable were you about early childhood education theory, including recent research on brain development? Rate your knowledge level on the following scale.

1 2 3 4 5

No Knowledge Very Knowledgeable

B6. Prior to becoming involved with the Academy, how knowledgeable were you about developmentally appropriate practices and child-responsive teaching? Rate your knowledge using the following scale.

1 2 3 4 5

No Knowledge Very Knowledgeable

B7. Prior to becoming involved with the Academy, how knowledgeable were you of supervision and evaluation practices to increase and support child-responsive teaching? Rate your knowledge using the following scale.

1 2 3 4 5

No Knowledge Very Knowledgeable

C. Your Involvement in the Principals' Academy

C1. Why did you get involved in the Principals' Academy?

_____

_____

_____

_____

_____

C2. Which of the following Academy meetings have you attended?

- ☐ April 27-29, 1997 meeting in Memphis
- ☐ July 9-11, 1997 meeting in Philadelphia
- ☐ February 12-14, 1998 meeting in Reno

C3. Have you used any of the Danforth grant funds to attend state, regional and/or national conferences on early childhood education?

- ☐ Yes
- ☐ No

C4. If yes, what conference(s) did you attend? What types of presentations did you attend?

_____

_____

_____

_____

_____

C5. Have you or your district used any of the Danforth grant funds to bring consultants into the district?

- ☐ Yes
- ☐ No

C6. If yes, who was brought in as a consultant and for what purpose?

1 2 3 4 5

No Knowledge Very Knowledgeable

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C7. One expectation for Academy members is that each person will document his or her own learning and effectiveness as change agents. At this point, what methods have you used to document your learning?

_____
_____
_____
_____

C8. Do you and the other participating principals have established procedures to share and reflect on what you are learning as part of the Academy?

☐ Yes
☐ No

C9. If yes, what procedures have you used?

_____
_____
_____
_____

C10. Have you established or used any procedures to transfer and spread what you are learning as part of the Academy to teams of teachers in your building?

☐ Yes
☐ No

C11. If yes, what procedures have you used?

_____
_____
_____
_____

Please feel free to attach typed responses to the questions in the following sections (D-H) and/or attach copies of relevant pages from your portfolio or journal. If you prefer, send your typed responses to me in an e-mail message (seppa006@tc.umn.edu). Or, give me a call to set up a time for a brief phone interview (call me at 612/625-6364 and indicate your name, phone number, and the best time to reach you).

D. Impact of Academy on Participating Principals

D1. As you reflect on this past school year, what are your major individual accomplishments as a principal?

_____
_____
_____
_____

D2. What overall impact, if any, has your participation in the Principals' Academy had on your own development and work?

E. Impact of Academy at the School-Level

E1. As you reflect on this past year, what are the major accomplishments of your school as a whole?

E2. What impact, if any, has your involvement with the Principals' Academy had on your school as a whole?

F. Impact of Academy at the Teacher/Classroom-Level

F1. As you reflect on this past year, what are the major accomplishments of the teachers at your school?

F2. What impact, if any, has your involvement with the Principals' Academy had on one or more teachers or their classrooms?

G. Impact of Academy at the District-Level

G1. As you reflect on this past year, what are the major accomplishments of your district that focus on younger students and their families?

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G2. What impact, if any, has the involvement of your district in the Principals' Academy had on the district as a whole?

_____
_____
_____
_____
_____

H. Other Impacts

H1. Has your involvement in the Principals' Academy had an impact in any other ways? If so, please describe.

_____
_____
_____
_____
_____

Thanks.
I look forward to sharing the collective responses of participating principals with you at the next Academy meeting.

Success for All Children
Danforth Foundation Principals' Academy
Participating Superintendent Survey #2
May 1999

Instructions

Please complete and return this survey to Pat Seppanen (the consultant evaluator) by June 4, 1999. You may return the survey in the enclosed envelope or fax it to Pat at the Center for Applied Research and Educational Improvement at the University of Minnesota (FAX: 612/625-3086; PHONE: 612/625-6364). If you would like to complete an electronic version attached to an email, contact Pat (seppa006@tc.umn.edu).

Most of the questions require a "check off" response. Feel free to attach separate sheets where narrative responses are requested.

Purpose

The purpose of this survey is to gather information from superintendents who are participating in the *Success for All Children Principals' Academy* that is funded by the Danforth Foundation. The information will be used to evaluate the impact of the Academy on individual superintendents, participating principals, and the district as a whole. Your responses are confidential and available only to the evaluator at the University of Minnesota. Responses will be summarized in an overall evaluation report that does not identify you. Overall findings will be shared at the next Academy meeting in Reno.

Preliminary Information About You and Your District

Characteristic	Status as of June 1999
1. How long have you been a superintendent in this district?	
2. Number of pre-K and elementary school principals in your district?	
3. Number of pre-K and elementary school principals who have participated in one or more Academy meetings?	
4. Check the Academy meetings that you have attended: ☐ April 27-29, 1997 meeting in Memphis ☐ Feb. 12-14, 1998 meeting in Reno ☐ July 9-11, 1997 meeting in Philadelphia ☐ Jan. 21-23, 1999 meeting in New York City	
5. Since July of 1998, have you used any of the Danforth grant funds to attend state, regional and/or national conferences on early childhood education?	☐ Yes ☐ No
6. Since July of 1998, have you or your district used any of the Danforth grant funds to bring a consultant(s) into the district?	☐ Yes ☐ No

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7. If you checked *Yes* to question 5 or 6, list the conferences and consultants that you and your district have accessed via Danforth grant funds since July 1998:

Individual Learning and Growth

8. Since becoming involved with the Academy, to what degree have you increased your knowledge about early childhood education theory, including recent research on brain development?

1 2 3 4 5

No Change Substantial Increase

9. Since becoming involved with the Academy, to what degree have you increased your knowledge about developmentally appropriate practices and child-responsive teaching?

1 2 3 4 5

No Change Substantial Increase

10. Since becoming involved with the Academy, to what degree have you increased your knowledge of supervision and evaluation practices to increase and support child-responsive teaching?

1 2 3 4 5

No Change Substantial Increase

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Building Capacity for Ongoing Individual Learning/Growth

11. A number of approaches for individual learning and growth have been introduced and/or discussed at the Academy. From the list below, indicate the degree to which each approach is an active part of the professional lives of principals from your district who have participated in the Academy.

Approach	*Not a priority at this time*	*Priority, but work has not started*	*Principals have made some progress*	*This is a reality for these principals*
Principals seek out needed knowledge/skills regarding developmentally appropriate practices (via consultants, conferences, reading, etc.)				
Principals systematically document learning/ reflections in a portfolio, reflection log, etc.				
Principals assemble and examine school data on children, teachers, and the school as a whole (or work with others to do so)				
Principals participate in meetings/gatherings with each other to discuss key concepts/approaches, set goals, jointly problem solve, reflect on progress (including the use of one or more protocols introduced at the Principals' Academy)				
Principals or other staff use school visit protocols (e.g., walk throughs) as part of visits to other schools				
Principals provide active support to teachers via coaching, modeling or by conducting study groups				
Principals systematically monitor classroom instruction on a daily basis (including the use of observation protocols)				
Principals secure appropriate furniture, supplies, and equipment to support developmentally appropriate classroom practice				
Other:				
Other:				

13. Please reflect on your own individual learning and growth since joining the Academy.

Capacity for District Learning/Growth

1. The success of the Academy is dependent upon strategies and approaches being introduced at the district-level. From the list below, indicate the degree to which each approach is currently an active part of district-level learning and growth.

Approach	*Not a priority at this time*	*Priority, but work has not started*	*Some progress has been made*	*A reality for our district*
Principals seek out needed knowledge/skills regarding developmentally appropriate practices (via consultants, conferences, reading, etc.)				
Principals systematically document learning/ reflections in a portfolio, reflection log, etc.				
District has established process for sharing/ discussing what was introduced at the Principals' Academy with others in the district				
I, as the Superintendent, have a clear, compelling, and cohesive vision of developmentally appropriate practices for all children and convey this view to all segments of the community				
Budget allocations at the site level support ongoing professional development of school staff				
Staff development is viewed as an essential component for achieving the purposes of elementary schools in the district and is valued as an integral part of the district improvement plan				
A proportion of the work week (or at least a specified amount of time per month) of principals is devoted to joint learning and work related to making teaching, classrooms and school environments responsive to how young children learn (particularly related to areas covered by Principals' Academy)*				
Elementary school principals have established process/procedures to discuss key concepts/ approaches, set goals, jointly problem solve, reflect on progress (including the use of one or more protocols introduced at the Principals' Academy)				
The district's improvement plan includes topics covered by The Academy, early childhood theory and practice, parent involvement, and connections with the community*				
The district's improvement plan addresses important aspects of organizational effectiveness such as shared leadership & decisionmaking, communication, team functioning				
Staff development decisions are based on data regarding *valued* student outcomes and DAP classroom/instructional practices				
I use school visit protocols (e.g., walk throughs) and debriefing processes as part of my visits to schools				
Other central administrative staff maximize their visits to schools through the use of agreed upon walk through protocols/debriefing processes				
District provides access to needed knowledge and support via consultants \ conference attendance, etc. related to making teaching, classrooms and school environments responsive to how young children learn				
Other:				
Other:				

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***Major topics covered by the Academy**

- Early childhood theory and practice (including developmentally appropriate practice, models of teaching, and classroom environments that are responsive to how children learn)
- Performance assessment, including portfolios and work sampling
- Alignment of performance assessment, standards-based reform, and instructional accountability
- Findings from neuroscience in elementary education
- Shared leadership and teacher development (including use of protocols)
- Parental involvement
- Connections with the community

2. Have you have incorporated any actions etc. into your most recent district improvement plan that are related to knowledge/information you and others have gleaned from the Academy?

   ☐ Yes ☐ No If *yes*, please briefly summarize the actions that have been incorporated into the plan below (or attach a copy of your most recent plan in which these actions are highlighted with a marker pen).

3. Please reflect on any changes in the capacity of your district to engage in activities that promote learning and growth.

4. Please offer a specific example of how something you have learned or experienced at the Academy has been integrated into your own practice, the work of the pre-K/elementary school community, or the work of the district as a whole.

Thanks.
I look forward to sharing the collective responses of participating principals/superintendents with you at the next Academy meeting.

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Success for All Children
Danforth Foundation Principals' Academy
Participating Principal Survey #2
May 1999

Instructions

Please complete and return this survey to Pat Seppanen (the consultant evaluator) by June 4, 1999. You may return the survey in the enclosed envelope or fax it to Pat at the Center for Applied Research and Educational Improvement at the University of Minnesota (FAX: 612/625-3086; PHONE: 612/625-6364). If you would like to complete an electronic version attached to an email, contact Pat (seppa006@tc.umn.edu). Most of the questions require a "check off" response. Feel free to attach separate sheets where narrative responses are requested.

Purpose

The purpose of this survey is to gather information from principals who are participating in the *Success for All Children Principals' Academy* that is funded by the Danforth Foundation. The information will be used to evaluate the impact of the Academy on individual principals, the schools in which they work, and the district as a whole. Your responses are confidential and available only to the evaluator at the University of Minnesota. Responses will be summarized in an overall evaluation report that does not identify you or your school. Overall findings will be shared at the next Academy meeting in Reno.

Preliminary Information About You and Your School

Characteristic	Status as of June 1999
1. Grade or age ranges your school serves	
2. Number of teachers working in the building	
3. Number of students enrolled	
4. Number of years you have been an elementary principal (round to nearest yr.)	
5. Check the Academy meetings that you have attended: ☐ April 27-29, 1997 meeting in Memphis ☐ Feb. 12-14, 1998 meeting in Reno ☐ July 9-11, 1997 meeting in Philadelphia ☐ Jan. 21-23, 1999 meeting in New York City	
6. Since July of 1998, have you used any of the Danforth grant funds to attend state, regional and/or national conferences on early childhood education?	☐ Yes ☐ No
7. Since July of 1998, have you or your district used any of the Danforth grant funds to bring a consultant(s) into the district?	☐ Yes ☐ No

8. If you checked *Yes* to question 6 or 7, list the conferences and consultants that you have accessed via Danforth grant funds since July 1998:

Individual Learning and Growth

9. Since becoming involved with the Academy, to what degree have you increased your knowledge about early childhood education theory, including recent research on brain development?

1 2 3 4 5

No Change Substantial Increase

10 Since becoming involved with the Academy, to what degree have you increased your knowledge about developmentally appropriate practices and child-responsive teaching?

1 2 3 4 5

No Change Substantial Increase

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11. Since becoming involved with the Academy, to what degree have you increased your knowledge of supervision and evaluation practices to increase and support child-responsive teaching?

1 2 3 4 5

No Change Substantial Increase

Building Capacity for Ongoing Individual Learning/Growth

12. A number of approaches for individual learning and growth have been introduced and/or discussed at the Academy. From the list below, indicate the degree to which each approach is an active part of your own professional life.

Approach	*Not a priority at this time*	*Priority, but work has not started*	*I have made some progress*	*This is a reality for me*
I seek out needed knowledge/skills regarding developmentally appropriate practices (via consultants, conferences, reading, etc.)				
I systematically document my learning/reflections in a portfolio, reflection log, etc.				
I, as the school principal, have a clear, compelling, and cohesive vision of developmentally appropriate practices for all children and convey this view to all segments of the school community				
I assemble and examine school data on children, teachers, and the school as a whole (or work with others to do so)				
I participate in meetings/gatherings with other principals to discuss key concepts/approaches, set goals, jointly problem solve, reflect on progress (including the use of one or more protocols introduced at the Principals' Academy)				
I use school visit protocols (e.g., walk throughs)				
I provide active support to teachers via coaching, modeling or by conducting study groups				
I systematically monitor classroom instruction on a daily basis (including the use of observation protocols)				
I secure appropriate furniture, supplies, and equipment to support developmentally appropriate classroom practice				
Other:				
Other:				

13. Please reflect on your own individual learning and growth since joining the Academy.

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Capacity for School Learning/Growth

14. A number of approaches for learning and growth among the school community have been introduced and/or discussed at the Academy. From the list below, indicate the degree to which each approach is currently an active part of the professional life of teachers and staff in your school.

Approach	*No evidence this is a priority at this time*	*Priority, but work has not started*	*Evidence of some progress*	*A reality for this school*
Teachers and staff are committed to implementation of developmentally appropriate practices (DAP) in early elementary classrooms				
Staff development is viewed as an essential component for achieving the purposes of the school and is valued as an integral part of the school improvement plan				
Strategies exist to facilitate planning and learning by teachers and staff during the school day (particularly related to areas covered by Principals' Academy)*				
A proportion of the work week of teachers is devoted to joint learning and work (particularly related to areas covered by Principals' Academy)*				
School staff have established process/procedures to discuss key concepts/approaches, set goals, jointly problem solve, reflect on progress (including the use of one or more protocols introduced at the Principals' Academy)				
The school's improvement plan includes topics covered by The Academy, early childhood theory and practice, parent involvement, and connections with the community*				
The school's improvement plan addresses important aspects of organizational effectiveness such as shared leadership & decisionmaking, communication, team functioning				
Staff development decisions are based on data regarding *valued* student outcomes and DAP classroom/instructional practices				
Site-based management councils focus primarily on DAP instruction and student learning				
Teachers and staff engage in peer coaching, mentoring, observations, peer visits, and/or action research teams				
Other:				
Other:				

*Major topics covered by the Academy

- Early childhood theory and practice (including developmentally appropriate practice, models of teaching, and classroom environments that are responsive to how children learn)
- Performance assessment, including portfolios and work sampling
- Alignment of performance assessment, standards-based reform, and instructional accountability
- Findings from neuroscience in elementary education
- Shared leadership and teacher development (including use of protocols)
- Parental involvement
- Connections with the community

15. Have you incorporated any actions etc. into your most recent school improvement plan that are specifically related to knowledge/information you have gleaned from the Academy?

☐ Yes
☐ No

If *yes*, please briefly summarize the actions that have been incorporated into the plan below and on the back of this page (or attach a copy of your most recent plan in which these actions are highlighted with a marker pen).

16. Please reflect on any changes in the capacity of members of your school to engage in activities that promote learning and growth.

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Capacity for District Learning/Growth

17. The success of the Academy is dependent upon strategies and approaches being introduced at the district-level. From the list below, indicate the degree to which each approach is currently an active part of district-level learning and growth.

Approach	*No evidence this is a priority at this time*	*Priority, but work has not started*	*Evidence of some progress*	*A reality for this school*
District has established process for sharing/ discussing what was introduced at the Principals' Academy with others in the district				
Superintendent has a clear, compelling, and cohesive vision of developmentally appropriate practices for all children and conveys the view to all segments of the community				
Budget allocations at the site level support ongoing professional development of school staff				
Staff development is viewed as an essential component for achieving the purposes of elementary schools in the district and is valued as an integral part of the district improvement plan				
A proportion of the work week (or at least a specified amount of time per month) of principals is devoted to joint learning and work related to making teaching, classrooms and school environments responsive to how young children learn (particularly related to areas covered by Principals' Academy)*				
Elementary school principals have established process/procedures to discuss key concepts/ approaches, set goals, jointly problem solve, reflect on progress (including the use of one or more protocols introduced at the Principals' Academy)				
The district's improvement plan includes topics covered by The Academy, early childhood theory and practice, parent involvement, and connections with the community*				
The district's improvement plan addresses important aspects of organizational effectiveness such as shared leadership & decisionmaking, communication, team functioning				
Staff development decisions are based on data regarding *valued* student outcomes and DAP classroom/instructional practices				
Central administrative staff maximize their visits to schools through the use of agreed upon walk through protocols/debriefing processes				
District provides access to needed knowledge and support via consultants, conference attendance, etc. related to making teaching, classrooms and school environments responsive to how young children learn				
Other:				
Other:				

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***Major topics covered by the Academy**

- Early childhood theory and practice (including developmentally appropriate practice, models of teaching, and classroom environments that are responsive to how children learn)
- Performance assessment, including portfolios and work sampling
- Alignment of performance assessment, standards-based reform, and instructional accountability
- Findings from neuroscience in elementary education
- Shared leadership and teacher development (including use of protocols)
- Parental involvement
- Connections with the community

18. Please reflect on any changes in the capacity of your district to engage in activities that promote learning and growth.

19. Please offer a specific example of how something you have learned or experienced at the Academy has been integrated into your own practice, the work of the school community, or the work of the district as a whole.

Thanks.
I look forward to sharing the collective responses of participating principals/superintendents with you at the next Academy meeting.

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